

EDUCATIONAL RESOURCES INFORMATION CENTER

November 1975

Volume 10 Number 11



**resources**

**in**

***education***



## RESOURCES IN EDUCATION

A monthly abstract journal announcing recent report literature related to the field of education.

U.S. DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE/ National Institute of Education

**Organization of Journal.** **RESOURCES IN EDUCATION** is made up of résumés and indexes. The résumés highlight the significance of each document and are numbered sequentially in the Document Section by ED numbers. The ED prefix identifies Educational Resources Information Center (ERIC) selected documents of educational significance.

The indexes which follow the résumés in each edition cite the contents by:

Subject  
Author  
Institution

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The change is being made to reflect more accurately the broad scope of the documents the journal announces. **RIE** contains abstracts and indexes (Subject, Author, and Institution) of education-related report literature. For the most part, it covers the unpublished, or fugitive type of document, e.g., technical and research reports, conference papers, speeches, program descriptions, teacher and curriculum guides, statistical compilations, etc. The purpose of **RIE** is to make possible the early identification of, and source for acquiring documents of interest to the national and international education community.

The original title reflected an early emphasis on reporting research projects and results. The Educational Resources Information Center (ERIC), having broadened the range of education materials selected for announcement in **RIE**, wishes to indicate a wider inclusiveness by means of the new title.

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| <i>Pacesetters in Innovation, Fiscal Year 1967</i> .....                 | 166.69 |
| <i>Pacesetters in Innovation, Fiscal Year 1968</i> .....                 | 106.60 |
| <i>Selected Documents on the Disadvantaged</i> .....                     | 317.84 |
| <i>Selected Documents in Higher Education</i> .....                      | 145.93 |
| <i>Manpower Research: Inventory for Fiscal Years 1966 and 1967</i> ..... | 75.75  |
| <i>Manpower Research: Inventory for Fiscal Year 1968</i> .....           | 42.22  |
| <i>Manpower Research: Inventory for Fiscal Year 1969</i> .....           | 54.87  |

#### Note

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Volume 10 Number 11 November 1975

# Resources in Education

ED 107 757-109 296

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# HOW TO ORDER ERIC DOCUMENTS

## Resources in Education

### Introduction

**Resources in Education** is prepared monthly by the Educational Resources Information Center (ERIC) to make possible the early identification and acquisition of reports of interest to the educational community. ERIC is a nationwide information network for acquiring, selecting, abstracting, indexing, storing, retrieving, and disseminating the most significant and timely education-related reports. It consists of a coordinating staff in Washington, D.C. and 16 clearinghouses located at universities or with professional organizations across the country. These clearinghouses, each responsible for a particular educational area, are an integral part of the ERIC system. The clearinghouses are listed on the inside back cover.

All the documents cited in the Document Résumé Section of the journal, except as noted, are available from the ERIC Document Reproduction Service. Availability and prices of document collections are to be found on the How To Order ERIC Document Reproductions page.



ERIC Accession Number—identification number sequentially assigned to documents as they are processed.

Author(s).

Title.

Organization where document originated.

Date published.

Contract or Grant Number—only NIE or USOE contracts or grants are recorded.

Alternate source for obtaining documents.

EDRS Price—price through ERIC Document Reproduction Service. "MF" means microfiche; "HC" means hard copy. When listed "not available from EDRS", other sources are cited above.

## SAMPLE ENTRY

ED 654 321

56

CE 123 456

Smith, John D. Johnson, Jane

Career Education for Women

Central Univ., Chicago, Ill.

Spons. Agency—National Inst. of Education

(DHEW), Washington, D. C.

Report No.—CU-2081-S

Pub Date May 73

Contract—NIE-C-73-0001

Note—129p.; Presented at the National Conference on Career Education (3rd, Chicago, Ill., May 15-17, 1973)

Available from—Campus Bookstore, 123 College Ave., Chicago, Ill. 60690 (\$3.25)

EDRS PRICE MF-\$0.75 HC-\$6.60 plus postage

Descriptors—\*Career Opportunities, Career Planning, Careers, \*Demand Occupations,

\*Employment Opportunities, Females, Labor Force, Labor Market, \*Manpower Needs, Occupational Aspiration, Occupational Guidance,

Occupations, Vocational Counseling, \*Working Women

Identifiers—Consortium of States, \*National Occupational Competency Testing Institute, Illinois

Women's opportunities for employment will be directly related to their level of skill and experience but also to the labor market demands through the remainder of the decade. The number of workers needed for all major occupational categories is expected to increase by about one-fifth between 1970 and 1980, but the growth rate will vary by occupational group. Professional and technical workers are expected to have the highest predicted rate (39 percent), followed by service workers (35 percent), clerical workers (26 percent), sales workers (24 percent), craftsmen and foremen (20 percent), managers and administrators (15 percent), and operatives (11 percent). This publication contains a brief discussion and employment information concerning occupations for professional and technical workers, managers and administrators, skilled trades, sales workers, clerical workers, and service workers. In order for women to take advantage of increased labor market demands, employer attitudes toward working women need to change and women must: (1) receive better career planning and counseling, (2) change their career aspirations, and (3) fully utilize the sources of legal protection and assistance which are available to them. (SB)

Identifiers—additional identifying terms not found in the Thesaurus of ERIC Descriptors.

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Legislative Authority Code for identifying the legislation which supported the research activity (when applicable).

Clearinghouse accession number.

Sponsoring Agency—agency responsible for initiating, funding, and managing the research project.

Report Number—assigned by originator.

Descriptive Note (pagination first).

Descriptors—subject terms which characterize substantive content. Only the major terms, preceded by an asterisk, are printed in the subject index.

Identifiers—additional identifying terms not found in the Thesaurus of ERIC Descriptors.

Informative Abstract.

Abstractor's initials.

### \*The key to these codes is as follows:

| Code | Description   | Code | Description  |
|------|---|------|--|
| 08   | Adult and Vocational Education, Public Law 88-210         | 52   | Library Research and Development, Public Law 89-320, Title II, Part B                      |
| 16   | Captioned Films for the Deaf, Public Law 85-905           | 56   | New Educational Media, Public Law 85-864, Title VII, Part A                                |
| 24   | Cooperative Research, Public Law 89-10, Title IV          | 64   | New Education Media, Public Law 85-864, Title VII, Part B                                  |
| 32   | Disadvantaged Students Program, Public Law 89-10, Title I | 72   | Research in Foreign Countries, Public Law 83-480   |
| 40   | Handicapped Children and Youth, Public Law 88-164         | 80   | State Educational Agencies Experimental Activities, Public Law 89-10, Title V, Section 505 |
| 48   | Language Development, Public Law 85-864, Title VI         | 88   | Supplementary Centers and Services, Public Law 88-10, Title III                            |
|      |   | 95   | Other Office of Education Programs   |



The résumés in this section are arranged in numerical order by ED number, and alphabetically by clearinghouse prefix initials and acquisition number.

Each clearinghouse focuses on a specific field of education. However, the reader who is interested in a broad subject such as Reading may find pertinent résumés in allied clearinghouse entries. It is therefore important to consult the subject index for a more comprehensive search.

Clearinghouses and their prefixes follow in the order they and their entries appear in this section:

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## CE

ED 107 757

CE 003 826

Pallante, James J.

**Educational Administration for Career Education. A Graduate Level Course for Training Educational Administrators for Career Education.**

Glassboro State Coll., N.J.

Pub Date [74]

Note—12p.

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—\*Administrator Education, \*Career Education, Course Content, \*Course Descriptions, \*Educational Administration, Educational Programs, \*Graduate Study, Learning Activities, Professional Education, Professional Training, Program Administration, Reading Assignments

Identifiers—Skyline Career Center

The course outline describes the practical and theoretical postures of educational administration as they interface with the concept of career education. It was developed for the specific purpose of training individuals from diverse backgrounds to assume administrative responsibility for career education programs. The course contains both a variety of modules for the graduate level students' selection and common modules for the entire class. The 18 modules cover: administration as a social process; administrative tasks and process; bureaucracy; public school as a complex organization; career education programs; definition of career education; Federal point of view of career education; counseling in career education; research in career education; career education and industry; a lecture on the Skyline Career Center in Dallas, Texas; career days; overview of career education; selling career education; career education centers; career education training modules; and research on administration of career education. Activities involve lectures, reading and paper presentations, discussions, field trips, scheduled Career Days, an in-class counseling simulation, role playing, designing a training module package for career education, and a research paper on administration of career education. The 18 modules are organized according to: topic, activities, assignment, and suggested readings. (Author/JB)

ED 107 758

CE 003 833

Poppe, Jerri Schultz, Dan

**Development of Career Education Center for the Junior High Student.**

White Bear Lake Independent School District 624, Minn.

Pub Date [73]

Note—36p.; For related documents, see CE 003 834-49

EDRS Price MF-\$0.76 HC-\$1.95 PLUS POSTAGE

Descriptors—Bibliographies, \*Career Awareness, \*Career Education, \*Demonstration Projects, \*Information Centers, Information Sources, Instructional Materials Centers, Instructional Media, Interest Tests, Junior High Schools, Resource Centers, \*Resource Materials, Self Concept Tests, Vocational Development

Identifiers—Job Search, Minnesota, White Bear Lake

The guide describes an exemplary project which consisted of establishing and organizing a career education center as part of an existing junior high school media center complex. It provides guidelines to students for obtaining information from the media center regarding self-awareness, job opportunities, and job titles, specific careers, colleges, and private and vocational schools. Other materials covered by the guide include: a self-analysis summary; student career interest survey; tips on job hunting; and a career development self-test. A six-page audiovisual bibliography and a six-page book bibliography are included. (JR)

ED 107 759

CE 003 834

Carlson, Bruce

**Music and Careers for the Junior High Student.**

White Bear Lake Independent School District 624, Minn.

Pub Date [73]

Note—9p.; For related documents, see CE 003 833 and CE 003 835-49

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—Career Awareness, \*Career Education, \*Curriculum Guides, Demonstration Projects, Employment Opportunities, Instructional Materials, Junior High Schools, \*Learning Activities, \*Music, Music Education, Occupational Information, \*Occupations, Teacher Developed Materials, Vocational Development

The curriculum guide describes an exemplary project designed to provide junior high school students with an opportunity to explore careers related to the world of music. The units present objectives, activities, and resources related to the following occupations: pop music artist, professional musician (union), instrumental and vocal music instructor, organ technician, piano technician, church organist, church choir director, and business careers in music. (JR)

ED 107 760

CE 003 835

Dummer, Richard

**Field Trip Exploration for Junior High.**

White Bear Lake Independent School District 624, Minn.

Pub Date [73]

Note—10p.; For related documents, see CE 003 833-4 and CE 003 836-49

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—Career Awareness, \*Career Education, \*Demonstration Programs, \*Field Instruction, \*Field Trips, Guidelines, Industry, Instructional Trips, Junior High Schools, Learning Activities, \*Vocational Development

The brief guide, developed as part of an exemplary program for junior high school students, lists educational goals and performance objectives for field trips, especially those of approximately one and one-half hours in length made to industrial establishments. The guide also provides pre- and post-field trip activities for students and guidelines to the instructor for planning field trips. (JR)

ED 107 761

CE 003 836

Germann, Janet And Others

**English Unit: Ninth Grade.**

White Bear Lake Independent School District 624, Minn.

Pub Date [74]

Note—38p.; For related documents, see CE 003 833-5 and CE 003 837-49

EDRS Price MF-\$0.76 HC-\$1.95 PLUS POSTAGE

Descriptors—Career Awareness, \*Career Education, Counselor Role, Demonstration Programs, \*English Curriculum, Grade 9, Independent Study, \*Instructional Materials, \*Job Application, Junior High Schools, \*Learning Activities, Resource Materials

Identifiers—Job Search

The guide, developed as part of an exemplary program for junior high school students, is an independent study unit on careers for use in the ninth grade English curriculum. It provides detailed instructions, illustrated with sample forms, for: applying for a social security card, completing an application for employment, job hunting, writing a resume, and taking an interview. The guide is designed so that students proceed through various steps in covering the above-mentioned materials in pursuit of higher grades. Outstanding students are expected to supplement their mastery of the guide's material with an additional field trip or work experience project, suggestions for which are included. A two-page bibliography as well as a one-page explanation of the counselor's role in the unit are also included. (JR)



## 6 Document Resumes

**ED 107 762** CE 003 837

*Bentley, Judy And Others*

**Exploration of Careers in Community for the Junior High Student.**

White Bear Lake Independent School District 624, Minn.

Pub Date [73]

Note—81p.; For related documents, see CE 003 833-6 and CE 003 838-49; Pages 22-32, 55-60, and 68-79 are marginally reproducible

**EDRS Price MF-\$0.76 HC-\$4.43 PLUS POSTAGE**

**Descriptors**—\*Career Education, Employment Interviews, \*English, Grade 8, Independent Study, Individual Study, Information Sources, \*Instructional Materials, \*Job Application, Junior High Schools, Learning Activities, Letters (Correspondence), Occupational Clusters, Records (Forms), \*Self Evaluation, Teacher Developed Materials

**Identifiers**—\*Job Search

The guide, part of an exemplary career education program for junior high school students, provides eight individual study instructional packets oriented toward eighth grade English students. Each lengthy packet lists goals, learning objectives, tasks, and evaluation procedures. Topics covered by the packets are: knowing occupational clusters; writing the letter of request for job information; arranging an interview by phone; taking a personal interview; writing a thank-you letter; sharing job hunting experiences with others; taking a career and personal inventory; and knowing job forms. (JR)

**ED 107 763** CE 003 838

*Blegen, Larry Green, Mark*

**By the Sweat of Your Brow: English Unit for the Ninth Grade Student.**

White Bear Lake Independent School District 624, Minn.

Pub Date [73]

Note—83p.; For related documents, see CE 003 833-7 and CE 003 839-49

**EDRS Price MF-\$0.76 HC-\$4.43 PLUS POSTAGE**

**Descriptors**—\*American Literature, \*Career Education, Directed Reading Activity, Educational Resources, Employer Employee Relationship, \*English Curriculum, Grade 9, Instructional Materials, Secondary Education, \*Supplementary Reading Materials, Teacher Developed Materials, \*Work Attitudes

**Identifiers**—\*Readings (Collections)

The guide, developed as part of an exemplary program for junior high school students, is a ninth grade English unit designed to use contemporary literary materials which deal with occupational situations and attitudes of both employers and employees. The emphasis is on the relationship between on-the-job and leisure time activities. Three pages of the guide contain an outline for organizing the unit and cover the broad learning objectives, the task analysis sequence, the learning objectives in performance terms, and strategies to be employed for learning. A bibliography, a unit evaluation, and a unit assignment sheet comprise one page each. The body of the document consists of the texts of the 18 dramatic pieces, short stories, magazine articles, poems, modern songs, and television and movie scripts which make up the unit materials. (JR)

**ED 107 764** CE 003 839

*Lewis, Terry Cochran, Kathy*

**Science-Math Project: Junior High.**

White Bear Lake Independent School District 624, Minn.

Pub Date [73]

Note—14p.; For related documents, see CE 003 833-8 and CE 003 840-9

**EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE**

**Descriptors**—Career Awareness, \*Career Education, Grade 7, Grade 9, Instructional Materials, Junior High Schools, \*Learning Activities, Mathematics Education, Mathematics Instruction, \*Mathematics Materials, Science Education, Science Instruction, \*Science Materials, Teacher Developed Materials

The guide, developed as part of an exemplary program for junior high school students, presents a plan for science and mathematics activities for grades seven and eight which aims at researching occupations which stem from experience students obtain in the general classroom curriculum. The unit is designed to operate in three stages:

preparation of career backgrounds with students, completion of the career description form after the research field trip, and completion of the occupational interview sheets and reports to the class. The guide includes lists of objectives, preparation steps, activities (general and specific for science and math), and a discussion of results and evaluation. It also includes a sample interview sheet and career card. (JR)

**ED 107 765** CE 003 840

*Mack, William And Others*

**Mathematics Career Unit for Junior High School.**

White Bear Lake Independent School District 624, Minn.

Pub Date [73]

Note—27p.; For related documents, see CE 003 833-9 and CE 003 841-9

**EDRS Price MF-\$0.76 HC-\$1.95 PLUS POSTAGE**

**Descriptors**—Career Awareness, \*Career Education, Instructional Materials, Junior High Schools, \*Learning Activities, Mathematical Enrichment, Mathematics Education, \*Mathematics Instruction, \*Mathematics Materials, \*Occupational Information, Occupations, Relevance (Education), Skill Development, Vocational Development

Part of an exemplary program for junior high school students, the material in the guide was developed as a supplement to existing mathematics programs. The various math skills are divided into six groups: whole numbers, decimals, fractions, percent, ratio—proportions, and area-volume. For each of the groups, three to seven different career packets are provided, each of which contains job descriptions and the math skills needed for each job. Sample career packets include: consumer, carpenter, electrician, auto mechanic, auto salesman, and sports writer. (JR)

**ED 107 766** CE 003 841

*Anderson, Joyce Day, Linda*

**Home Economics Career Unit for 7th, 8th, and 9th Grade.**

White Bear Lake Independent School District 624, Minn.

Pub Date [73]

Note—42p.; For related documents, see CE 003 833-40 and CE 003 842-9; many pages are of poor quality and may not reproduce well on microfiche

**EDRS Price MF-\$0.76 PLUS POSTAGE. HC Not Available from EDRS.**

**Descriptors**—\*Career Awareness, \*Career Education, Grade 8, Grade 9, Home Economics, Home Economics Education, \*Instructional Materials, Junior High Schools, Lesson Plans, \*Occupational Clusters, \*Occupational Home Economics, Occupational Information, Resource Materials, Self Concept, Self Evaluation, Teacher Developed Materials, Vocational Development

The guide, developed as part of an exemplary program for junior high school students, contains lesson plans, independent study guides, and resource lists for junior high school home economics classes. One page describes the seventh grade unit which consists of an in-class presentation by the director of a nurses aid volunteer program. Nine pages cover the eighth grade unit which consists of worksheets, assignments, and questionnaires, related to the following career areas: home related, health, child care, food, clothing and fabrics, home and/or furnishings. Eighteen pages deal with the ninth grade unit which consists of four lessons: "Values and Feelings Toward Work," "Occupational Clusters," "Looking at Myself," and "Investigating Jobs and Careers." An additional eight pages include a sample survey instrument and cover letter, a multimedia resource list and a listing of local resource people for career education. (JR)

**ED 107 767** CE 003 842

*Karakas, Gerry And Others*

**General Education, Grades 10-12.**

White Bear Lake Independent School District 624, Minn.

Pub Date [74]

Note—17p.; For related documents, see CE 003 833-41 and CE 003 843-49

**EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE**

**Descriptors**—American History, Career Awareness, \*Career Education, Death, \*Educational Objectives, Elective Subjects, \*General Educa-

tion, \*Learning Activities, Older Adults, Secondary Education, Senior High Schools, Sexuality, Teacher Developed Materials, Vocational Development

The guide, developed as part of an exemplary program in career education, consists of seven brief general education units for the senior high school grades. Each unit consists of two to eight learning objectives with corresponding, simply stated, suggestions for learning activities. The unit titles are: man, motivation, and decision making; male and female; sexuality—love and commitment; death and old age; American history—forging a nation, North-South conflicts, westward expansion, any history unit; electives; and miscellaneous. (JR)

**ED 107 768** CE 003 843

*Jensen, Daniel*

**Geometry Career Unit: Junior High.**

White Bear Lake Independent School District 624, Minn.

Pub Date [73]

Note—23p.; For related documents, see CE 003 833-42 and CE 003 844-9

**EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE**

**Descriptors**—\*Career Education, \*Geometry, \*Instructional Materials, Junior High Schools, \*Mathematical Applications, Mathematical Enrichment, Mathematics Materials, Relevance (Education), Teacher Developed Materials, \*Vocational Development

The guide, the product of an exemplary career education program for junior high school students, was developed to show how geometry can be applied to real-life career-oriented areas and to bring a practical approach to the teaching of geometry. It is designed to show how some of the theorems or postulates in geometry are used in different careers. The guide lists each of 44 postulates or theorems with an appropriate figure, explains it, and presents its possible applications to the world of work. (Author/JR)

**ED 107 769** CE 003 844

*Winnen, Charlotte Strenger, John*

**Occupational Computer System Adapted for Science for the Junior High Student.**

White Bear Lake Independent School District 624, Minn.

Pub Date [73]

Note—18p.; For related documents, see CE 003 833-43 and CE 003 845-9

**EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE**

**Descriptors**—\*Career Education, \*Computer Assisted Instruction, Computer Programs, Computer Storage Devices, Information Systems, Information Utilization, Instructional Materials, Junior High Schools, \*Occupational Clusters, \*Science Careers, Science Curriculum, \*Science Units, Teacher Developed Materials

**Identifiers**—Interactive Lrng Syst Guidance Occup Info File, Minnesota, TIES Computer System, White Bear Lake

The guide, part of an exemplary career education program, contains a science unit for junior high school students which is designed to help students obtain information on science occupations found in the Interactive Learning System-Guidance-Occupational Information File of the TIES Computer System in Minneapolis-St. Paul. The guide lists goals and objectives and provides operating procedures for obtaining from the computer either the job description, worker requirements, and related jobs, or the occupational characteristics for any requested occupation. It also provides an eight-page list of science-related occupations with their appropriate job code numbers. It concludes with a sample computer tape printout. (JR)

**ED 107 770** CE 003 845

*Boeyink, Joann Welch, William*

**Community Based Speaker's Program for the Junior High Student.**

White Bear Lake Independent School District 624, Minn.

Pub Date [73]

Note—12p.; For related documents, see CE 003 833-44 and CE 003 846-9

**EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE**

**Descriptors**—\*Career Education, \*Community Resources, Junior High Schools, Occupational

Information, \*Program Descriptions, Program Development, Resource Staff Role, Resource Teachers, \*School Community Programs, \*Speaking Activities, Student Role, Teacher Developed Materials

The guide, part of an exemplary career education program, contains information on developing a community-based speakers program. It briefly lists the program's purposes and objectives and gives detailed steps to follow for implementing such a program, describing the nature and duties of the steering committee and volunteer participants (coordinators, hosts, teachers, counselors), as well as the nature and scope of the program's corporate responsibilities. The guide also describes students' role in the program, displays sample speaker request and student program evaluation forms, lists suggested professions from which speakers could be drawn, and provides a set of preparatory suggestions for resource speakers prior to their school presentation. (JR)

**ED 107 771** CE 003 846

Tschida, R. Glen Carlson, Gerald L.

**Career Development: Social Studies: Grade Nine.** White Bear Lake Independent School District 624, Minn.

Pub Date [73]

Note—38p.; For related documents, see CE 003 833-45 and CE 003 847-9; Portions of document are only marginally reproducible; attachments not included

**EDRS Price MF-\$0.76 PLUS POSTAGE. HC Not Available from EDRS.**

Descriptors—\*Career Education, Course Descriptions, Course Objectives, \*Course Organization, \*Curriculum Design, Grade 9, \*Integrated Activities, Integrated Curriculum, Junior High Schools, Occupational Clusters, Program Descriptions, \*Social Studies Units, Teacher Developed Materials, Unit Plan

The guide, part of an exemplary career education program, describes a project undertaken to establish at what points in each course of a sample social studies curriculum appropriate career information or occupational information could be suitably inserted to coincide with the normal course content. The guide presents a five-page sample social studies curriculum outline for the seventh, eighth, and ninth grades, but for budgetary reasons the bulk of the guide focuses only on the grade nine program. The description of that program details the course organization (course objectives, ultimate outcomes, units taught, and time allocations) and the organization of the units (broad learning objectives, task analysis sequence learning objectives, learning experiences, and resources for the public service, communications and media, manufacturing, and environmental career clusters). Each learning experience is identified according to large group, small group, individually geared instruction, or counseling. Several pretesting and post-testing suggestions are also included. (JR)

**ED 107 772** CE 003 847

Boeyink, Joann Welch, William

**SWAP: Study Work Advisor Program: Handbook for the Project Director, Sponsor, Employer, Parent or Guardian.** White Bear Lake Independent School District 624, Minn.

Pub Date [73]

Note—28p.; For related documents, see CE 003 833-46 and CE 003 848-9

**EDRS Price MF-\$0.76 HC-\$1.95 PLUS POSTAGE**

Descriptors—\*Career Education, Career Exploration, Cooperative Education, Cooperative Programs, Junior High Schools, Program Administration, Program Content, \*Program Descriptions, Records (Forms), Resource Staff Role, \*School Community Programs, School Community Relationship, Student Employment, Teacher Developed Materials, \*Work Experience Programs

Identifiers—Study Work Advisor Program, SWAP  
The guide, part of an exemplary career education program, describes the Student Work Advisor Program (SWAP) which is designed to provide junior high school students with an exploratory work experience inside or outside the school setting. A two-page introduction explains the role of the program director, teachers, helping staff, volunteer sponsors from the community, employers, and parents in assisting students to explore the world of work. One-page presentations

describe the responsibilities of the project director, the student helpers, the parents, the sponsors, and the employers. Suggestions for group guidance activities and procedures for selecting students are provided. Sample forms deal with: teacher's recommendation of student; individual student information, overall student performance, student evaluation, parent or guardian permission, cover letter for parent evaluation of SWAP program, parent evaluation, sponsor evaluation, employer evaluation of student helper, and employer's evaluation of SWAP. Five appendices include: a student application for an interview with the program director, a job description for a student helper, a daily student log sheet for the library and main office work stations, and student helper duties. (JR)

**ED 107 773** CE 003 848

Boeyink, Joann Welch, William

**SWAP: Study Work Advisor Program Handbook for the Junior High Student.**

White Bear Lake Independent School District 624, Minn.

Pub Date [73]

Note—11p.; For related documents, see CE 003 833-47 and CE 003 849

**EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE**

Descriptors—\*Career Education, Career Exploration, Cooperative Education, Cooperative Programs, Guides, Junior High Schools, \*Records (Forms), \*School Community Programs, School Community Relationship, Student Employment, Student Evaluation, Student Participation, Teacher Developed Materials, \*Work Experience Programs

Identifiers—Study Work Advisor Program, SWAP  
Developed as part of an exemplary career education program for junior high school students, the student's guide to the Study Work Advisor Program (SWAP) consists of a one-page list of duties of the student participants and the following sample forms: student application for an interview with the project director; teacher's recommendation of student for SWAP; individual student information sheet; parental or guardian permission form; a sheet on overall student helper performance; and a student evaluation form. (JR)

**ED 107 774** CE 003 849

Boeyink, Joann Welch, William

**Career Education Resource Center.**

White Bear Lake Independent School District 624, Minn.

Pub Date [73]

Note—13p.; For related documents, see CE 003 833-48

**EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE**

Descriptors—\*Career Education, Facility Planning, \*Guidance Facilities, \*Information Centers, Information Sources, Junior High Schools, Occupational Guidance, \*Resource Centers, Teacher Developed Materials

Identifiers—Minnesota, White Bear Lake  
Developed as part of an exemplary career education program for junior high school students, the guide describes a career guidance resource center designed to bring together all of a particular school's career guidance materials into one location where occupational, vocational, and educational information is readily available for individual student use during a designated time of each day. The guide contains: a list of the center's objectives, a sample floor plan for the center, brief suggestions regarding personnel involved in planning the center, services available, student referral, procedures to be used in establishing the center, some projections for the future, and a job description of the resource center clerk. A three-page bibliography lists filmstrips, and television and cassette tapes. (JR)

**ED 107 775** CE 003 862

Young, Jim

**Career Education Handbook. Career Development Guides.**

University City School District, Mo.

Pub Date 74

Note—43p.; For related documents, see CE 003 801-7 and CE 003 863-75

**EDRS Price MF-\$0.76 HC-\$1.95 PLUS POSTAGE**

Descriptors—\*Administrator Guides, \*Behavioral Objectives, Career Awareness, \*Career Educa-

tion, Curriculum Guides, Educational Attitudes, Elementary Secondary Education, Identification (Psychological), \*Integrated Curriculum, Junior High Schools, Models, Primary Education, \*Program Planning, Resource Materials, Self Concept

The handbook is designed to introduce administrative staff to the career education concept and to demonstrate the integration of career education-related learning concepts (self-awareness, occupational awareness, and educational awareness) into the major content-area subjects traditionally taught. The introduction discusses what career education is, why it is needed, and why it is not merely a passing fad. A discussion of planning the program covers program coordination, illustrates the model of the career conscious individual, and lists the program's general objectives at the elementary, middle, and secondary school levels. A lengthy enumeration of behavioral objectives lists the career, self, and educational objectives at the kindergarten-primary, intermediate, middle school-junior high, and junior high-senior high levels. A one-page list of the steps for integrating career education ideas into the curriculum is provided, along with a sample integrated unit plan and several blank worksheets. A two-page resource list of curriculum guides is also included. (JR)

**ED 107 776** CE 003 863

Appel, Jeanette D. And Others

**Junior High School English, People in Literature and Life, Mass Communication, and Situational English. Career Development Project.**

University City School District, Mo.

Pub Date 72

Note—186p.; For related documents, see CE 003 801-7, CE 003 862, and CE 003 864-75

**EDRS Price MF-\$0.76 HC-\$9.51 PLUS POSTAGE**

Descriptors—Career Awareness, \*Career Education, \*Communications, Communication Skills, \*Curriculum Guides, \*English Curriculum, Individual Development, Instructional Materials, Integrated Curriculum, Job Application, Junior High Schools, Learning Activities, Literature, \*Mass Media, Resource Materials, Self Concept, Teacher Developed Materials, Unit Plan, Vocational Development

The four-part guide aims at integrating the career education concepts of self-awareness, career awareness, and occupational awareness into the junior high school English and mass communications curricula. Each of the parts presents goals, developmental objectives, performance activities, outcome measures, and, infrequently, resource materials listed separately for each lesson plan. Part A of the guide deals with careers in communication for an English class and includes lessons on radio, newspapers, magazines, television, and films. Part B covers people in literature and life and focuses on present attitudes, success, strengths, values, goal setting, and creative life management. Part C consists of a 10-week mass communications course exploring techniques of propaganda in advertising and the nature and composition of the major media directed toward large numbers of the population. A separate career education component is also provided with guidelines for integrating the two. Part D is a situational English course geared toward vocational development. (JR)

**ED 107 777** CE 003 864

Alexander, Elaine A.

**Career Education in the Seventh Grade Science Class. Career Development Project.**

University City School District, Mo.

Pub Date Jun 72

Note—47p.; For related documents, see CE 003 801-7, CE 003 862-3, and CE 003 865-75

**EDRS Price MF-\$0.76 HC-\$1.95 PLUS POSTAGE**

Descriptors—\*Career Awareness, \*Career Education, Career Planning, \*Curriculum Guides, Grade 7, Individual Development, Instructional Materials, Junior High Schools, Learning Activities, Library Collections, Organizations (Groups), Publications, Resource Guides, \*Science Careers, Science Education, \*Science Units, Self Concept, Teacher Developed Materials, Vocational Development

The guide aims at integrating the career education concepts of self-awareness, career awareness, and occupational awareness into the seventh grade science curriculum. Each of the units on

self-knowledge, career preparation knowledge, and career planning contain goals, performance objectives, activities, and outcome measures. Unit activities include viewing films, listing 10 careers in science, applying for a job, and discussing the pros and cons of science careers. A list of materials (available in the Hanley Library) includes career cassette tapes, titles of books, and film titles. Additional suggested science-related activities and a career questionnaire are provided. The guide also includes 12 pages of career guidance publications listed alphabetically by career area, seven pages of alphabetically arranged addresses of resource organizations, and a three-page list of careers related to science and technology. (JR)

ED 107 778

CE 003 865

Maufas, Luther A.

**A Career in Physical Education: Grade 8 Daily Physical Education. Career Development Project.**

University City School District, Mo.

Pub Date Jun 72

Note—25p.; For related documents, see CE 003 801-7, CE 003 862-4, and CE 003 866-75

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

**Descriptors**—\*Career Education, \*Career Opportunities, Career Planning, College Programs, \*Curriculum Guides, Educational Programs, Grade 8, Junior High Schools, Learning Activities, Occupational Information, \*Physical Education, \*Units of Study (Subject Fields), Vocational Development

The grade 8 curriculum guide contains four lessons covering the career preparation knowledge, skills, and self-knowledge domains and is designed to introduce students to careers in physical education. Each lesson includes a goal, performance objective, activities and outcome measure. The overall goal is for the students to acquire knowledge of specific career opportunities in physical education. The materials section provides testing ideas, and the following sections list college programs for physical education and other majors (business education, special education, history, English, and sociology) and provide occupational fact sheets for the lessons on various related careers (journalism and public relations, health, sporting goods salesmen, coaching, professional athlete, and recreation director). Lists of associations and periodicals complete the document. (JB)

ED 107 779

CE 003 866

Maufas, Luther A.

**A Career in Coaching: Grade 9 Daily Physical Education. Career Development Project.**

University City School District, Mo.

Pub Date Jun 72

Note—24p.; For related documents, see CE 003 801-7, CE 003 862-5, and CE 003 867-75

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

**Descriptors**—\*Athletic Coaches, \*Career Education, Career Opportunities, Career Planning, \*Curriculum Guides, Educational Programs, Grade 9, Junior High Schools, Learning Activities, \*Occupational Information, \*Physical Education, Vocational Development

The grade 9 curriculum guide contains four lesson plans covering the career preparation knowledge, skills and self-knowledge domains. The overall goal is for students to acquire knowledge of the field of coaching. Ten sections discuss: the importance of and opportunities for coaching; general duties; attractive and unattractive features of coaching; the employment outlook, salaries; the coaching philosophy; coaching hints; and teaching sports. Each lesson includes goal, performance objective, learning activities, and an outcome measure. (JB)

ED 107 780

CE 003 867

Moses, Elizabeth

**Vocation Units. Career Development Project.**

University City School District, Mo.

Pub Date Jun 72

Note—20p.; For related documents, see CE 003 801-7, CE 003 862-6, and CE 003 868-75

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

**Descriptors**—\*Career Choice, \*Career Education, \*Career Opportunities, Career Planning, \*Curriculum Guides, Individual Development, Junior High Schools, \*Learning Activities, Occupational Guidance, Occupations, Vocational Development, Vocational Interests

The units contain suggestions for various approaches to the study of specific careers and career clusters at the junior high school level, and provide 13 lessons covering the areas of: obtaining career information, creative writing, journalism, health, environmental control, personal services and government, job application techniques, writing skills, and money-management. Each lesson includes a performance objective, activities that are chosen by the students, and an outcome measure. Each lesson contains a list of possible learning activities and assignments: suggested reading, writing assignments, and discussion topics. A list of suggested films complete the document. (JB)

ED 107 781

CE 003 868

Suggs, S.

**Explore Your Potential. Career Development Project.**

University City School District, Mo.

Pub Date Jun 72

Note—21p.; For related documents, see CE 003 801-7, CE 003 862-7, and CE 003 869-75

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

**Descriptors**—Affective Objectives, \*Career Education, Career Planning, Cognitive Objectives, Communication Skills, \*Curriculum Guides, English Curriculum, Instructional Materials, \*Interest Tests, Junior High Schools, Learning Activities, \*Occupational Clusters, Occupational Information, Student Interests, Vocational Development, \*Vocational Interests

The 10-week mini-course, designed for junior high school students in English, in which careers and recreations become a basis for exploring the individual potential of students, contains three lesson plans. The overall goals emphasize communication skills, language usage, interpersonal skills and the development of knowledge of career areas. The lessons center around the 15 basic career clusters listed in the document. In order to assess the students' interests, pre-test (survey and interest log) materials are utilized in the first lesson. The second lesson provides the opportunity for the students to examine the career clusters and match their interests with the appropriate cluster. In the third and final lesson, the students will research career questions for their chosen clusters and write a report and paper discussing their interests and data. Instructional materials include: students' activity logs and interests checklist serving as pre- and post-tests; a questionnaire on careers and interests; an objective test on career fields; completed individualized study questions; and writing skills and vocabulary development activities. (JB)

ED 107 782

CE 003 869

Reinhardt, Judy

**Hanselman, Charlotte  
Guidance and Counseling Component, Group Counseling Course. Career Development Project.**

University City School District, Mo.

Pub Date Jun 72

Note—43p.; For related documents, see CE 003 801-7, CE 003 862-8, and CE 003 870-5

EDRS Price MF-\$0.76 HC-\$1.95 PLUS POSTAGE

**Descriptors**—Behavioral Objectives, \*Career Education, Career Planning, Classroom Games, \*Curriculum Guides, Grade 7, \*Group Counseling, Group Discussion, Group Dynamics, Group Instruction, Junior High Schools, Learning Activities, \*Personal Values, Self Concept, Self Concept Tests, \*Self Evaluation, Vocational Development

The 14 activities in the group counseling course, designed for the seventh grade level, concentrate on the individual goal of heightened self-awareness in order to make life career decisions. Group objectives emphasize: personal interest and values evaluation; better understanding of influences on personal values, of individual differences, of diverse views, and of one's abilities; and the development of a positive self-concept. The structure and scheduling of this three-week course involves eight students per group with three 30-minute group sessions a week. The lessons are divided into nine sessions with 14 coordinated game activities dealing with self-understanding and value clarification. The technique of role playing is often used. Each lesson includes domain, goal, performance objective, group activities, and outcome measure. Pre-test and post-test materials (positive values continuum) are provided. (JB)

ED 107 783

CE 003 870

Alexander, Elaine A.

**Student Activities for Science Careers Curriculum.**

Career Development Project.

University City School District, Mo.

Pub Date Jun 72

Note—39p.; For related documents, see CE 003 801-7, CE 003 862-9, and CE 003 871-5

EDRS Price MF-\$0.76 HC-\$1.95 PLUS POSTAGE

**Descriptors**—Career Education, \*Career Opportunities, Junior High Schools, \*Learning Activities, Library Collections, Middle Schools, Organizations (Groups), Publications, Questionnaires, \*Reference Materials, \*Resource Guides, Resource Materials, Science Activities, \*Science Careers, Science Education, Vocational Development

The 12 activities for a science careers curriculum are briefly outlined in the introductory section of the document and involve writing, discussion, films, research, interviews, reading assignments, field trips, and speakers. The body of the document consists of: a list of careers related to science and technology, science career-related cassette tapes and references available in the Hanley Library, a career questionnaire, a newspaper article on the employment outlook for scientific careers, a 12-page list of science-related career guidance publications, addresses for science associations, and a sample of a job application. (JB)

ED 107 784

CE 003 871

Ferguson, Gloria E. And Others

**Family Living, Personal Culture, Child Development, [and] Careers in Home Economics. Career Development Project.**

University City School District, Mo.

Pub Date Jun 72

Note—112p.; For related documents, see CE 003 801-7, CE 003 862-70, and CE 003 872-5

EDRS Price MF-\$0.76 HC-\$5.70 PLUS POSTAGE

**Descriptors**—Activity Units, Career Awareness, \*Career Education, Child Care, Child Care Occupations, Child Development, Course Content, \*Curriculum Guides, Family Life Education, Grade 7, Grade 8, Grade 9, Home Management, Junior High Schools, Learning Activities, \*Occupational Home Economics, Resource Materials, \*Self Actualization

The four instructional units or mini-courses in the area of home economics are designed for the seventh through ninth grade levels. In the first two units (parts A and B), both six-week courses, provide seven learning activities in family living and 10 activities in personal culture focusing on: self and personality development, goals and values, relationships within and outside the family, couples and family life cycle, and economics of home and family, and career decision making. The 12-week course in child development (part C), provides six learning activities designed to train students through involvement in local preschool and primary education program activities. Topics studied include: human reproduction, parents and family, child care and development, daily problems in child care, vocations, and available community resources. The final unit (part D) deals with careers in home economics, and the 22 activities, divided into grade levels, examine: career awareness; roles; personal interests; values clarification; and careers in clothing, textiles, design, food and nutrition, and child care and development. Each lesson is organized into goals, performance objectives, activities, and outcome measures headings, and the first three units contain resource lists. (JB)

ED 107 785

CE 003 872

Noble, LaMartha And Others

**Survey of Occupations, Sociology of Occupations, [and] Career Awareness. Career Development Project.**

University City School District, Mo.

Pub Date Jun 72

Note—60p.; For related documents, see CE 003 801-7, CE 003 862-71 and CE 003 873-5

EDRS Price MF-\$0.76 HC-\$3.32 PLUS POSTAGE

**Descriptors**—\*Career Awareness, \*Career Education, Career Planning, \*Curriculum Guides, Individual Development, Job Application, Job Satisfaction, Junior High Schools, Learning Activities, Middle Schools, \*Occupational Choice, Occupational Clusters, Occupations, Self Con-



cept, Self Evaluation, Social Studies, \*Social Studies Units, Vocational Development, Work Attitudes

Intended for use at the junior high school level, the three units are oriented toward career awareness, personal development, and career information. The 18 lessons in the first unit, Survey of Occupations, examine self-understanding and analysis, occupational choices, changing roles, employment patterns and opportunities, personal money management and finances, the career of an insurance broker, job hunting, school careers, government employment, and job discrimination. Activities include interviews, discussion, research, oral reports, writing short stories, field trips, group work, working on sample forms, games and role playing. The second course, Sociology of Occupations, a 12-week unit, covers in seven learning activities: personality, interests and abilities in relation to occupational satisfaction, employer/employee relations; researching occupational choices; and job application. Activities involve group work, self-evaluation, job analysis, role playing, films, surveys, interviews, reports, and writing notebooks. The students should develop: an understanding of career success, positive attitudes and self-concept, and career awareness. The third unit, a 10-week course on career awareness, utilizes eight lessons to expose students to: career preparation; occupational clusters; careers in business and office, communications and media, health, environmental control, and manufacturing; and future job opportunities. Each lesson contains goals, performance objectives, activities, and outcome measures. (JB)

**ED 107 786** CE 003 873

*Melechen, Rachel*

**Career Education in the Seventh Grade Social Class. Career Development Project.**

University City School District, Mo.

Pub Date Jul 72

Note—26p.; For related documents, see CE 003 801-7, CE 003 862-72, and CE 003 874-5

**EDRS Price MF-\$0.76 HC-\$1.95 PLUS POSTAGE**

**Descriptors**—\*Career Awareness, \*Career Education, Career Planning, \*Curriculum Guides, Employment Opportunities, Grade 7, Individual Development, Job Application, Job Satisfaction, Junior High Schools, \*Learning Activities, Middle Schools, Occupational Choice, Personal Interests, Self Concept, Self Evaluation, Social Studies, \*Social Studies Units, Vocational Development, Vocational Interests

The 17 seventh grade social studies activities, designed for career education, focus on: personal development; self-analysis; awareness of occupational choices; career development over a lifetime; knowledge of useful skills for appropriate careers; future job opportunities; occupational clusters; the interrelationship between work, leisure, and life-style; changing roles; job performance; and job satisfaction. The teaching strategies involve: class discussion or questionnaire evaluating personal strengths and weaknesses; group activities relating preferences and skills to occupations; student journals of activities, occupational information, and skills development; discussion of life stages and occupational choices at various stages; group work combining interests, preferences, skills, and further career opportunities, with probable interests at different age levels; field trips to health facilities; readings; and research on occupations. Each lesson is organized around domain, goal, performance objective, activities, and outcome measure. (JB)

**ED 107 787** CE 003 874

*Gergeceff, Lorraine Wheeler, Geoffrey*

**Careers in Art. Career Development Project.**

University City School District, Mo.

Pub Date 72

Note—26p.; For related documents, see CE 003 801-7, CE 003 862-73, and CE 003 875

**EDRS Price MF-\$0.76 HC-\$1.95 PLUS POSTAGE**

**Descriptors**—Architecture, Art Activities, \*Art Education, \*Career Education, \*Career Opportunities, Career Planning, Commercial Art, \*Curriculum Guides, Design, Fine Arts, Grade 8, Grade 9, Graphic Arts, Junior High Schools, \*Learning Activities, Middle Schools, Occupational Information, Resource Materials, Vocational Development

The 10 activities in the unit on art careers attempt to provide eighth and ninth grade students

with opportunities for acquiring occupational information, to help students discover themselves in relation to art careers, and to explore various clusters of careers. The suggested occupational areas are: architecture, product design, cartooning, interior decoration, letters and posters, special design, fine arts, dress and fabric design, and graphic interior design. The introduction discusses the overview of the course, major objectives and strategies. A few major topics examined in the course are: the purpose and function of a product design; the role of advertising; periods of trial, error and discovery; and success factors. Each lesson investigates an occupational cluster and is organized around goal, performance objective, activities, and outcome measure. A resource list supplements each lesson. Activities involve vocabulary building appropriate to the career, field trips, suggestions for discussion, suggested projects (displays, models, reproductions), media, and occupational research. A list of art-related careers completes the document. (JB)

**ED 107 788** CE 003 875

*Becklean, Pat*

**Career Education in the Seventh Grade English Class. Career Development Project.**

University City School District, Mo.

Pub Date Jun 72

Note—13p.; For related documents, see CE 003 801-7, and CE 003 862-74

**EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE**

**Descriptors**—Career Choice, \*Career Education, Career Opportunities, Career Planning, \*Communications, \*Curriculum Guides, English, \*English Curriculum, Grade 7, Integrated Curriculum, Journalism, Junior High Schools, \*Learning Activities, Library Collections, Mass Media, Occupations, Publicize, Publishing Industry, Vocational Development, Writing

The three activities in the unit integrate career education into the English curriculum and provide seventh grade students with opportunities to explore specific occupations, to indicate their vocational interests, to learn the procedures for job application, and to be aware of opportunities related to English language interests or aptitudes. Lessons are organized around goal, performance objective, activities, and outcome measures. Activities include: writing assignments; viewing films; delivering oral reports; using reference materials (a list of reference materials available in the Hanley Library is provided); completing job application forms; obtaining speakers; and investigating careers in journalism, television and radio, theater, advertising, communications, writing, and publishing. (JB)

**ED 107 789** CE 003 883

**Highway Safety Program Manual: Volume 0: Planning and Administration.**

National Highway Traffic Safety Administration (DOT), Washington, D. C.

Pub Date 17 Jan 69

Note—42p.; For related documents, see CE 003 884-901

**EDRS Price MF-\$0.76 HC-\$1.95 PLUS POSTAGE**

**Descriptors**—\*Administration, Federal Legislation, \*Federal Programs, \*Guidelines, Local Government, Objectives, \*Planning, Policy, Program Evaluation, Reports, State Programs, Statewide Planning, \*Traffic Safety

**Identifiers**—\*Highway Safety

As the introductory volume to the 19-volume Highway Safety Program Manual (which provides guidance to State and local governments on preferred highway safety practices), the document concentrates on aspects of planning and administration of a statewide highway safety program. Topics discussed are: the purpose of planning and administration, program authorization, and applicable legislation. Program development, operations, administration requirements, and recommendations, together with an evaluation of the program, outline a suggested management approach to highway safety which embraces all highway safety functions and their relationships to national standards. The role of local government is briefly described. Three types of reports are explained: management information, evaluation, and those for the National Highway Safety Bureau. Appendixes include a glossary of definitions, an example of a State enabling legislation, and an example of a State executive order. (NH)

**ED 107 790** CE 003 884

**Highway Safety Program Manual: Volume 1: Periodic Motor Vehicle Inspection.**

National Highway Traffic Safety Administration (DOT), Washington, D. C.

Pub Date Jan 74

Note—87p.; For related documents see CE 003 883-901

Available from—Superintendent of Documents, U. S. Government Printing Office, Washington, D. C. 20402 (\$1.80)

**EDRS Price MF-\$0.76 HC-\$4.43 PLUS POSTAGE**

**Descriptors**—Evaluation Criteria, Evaluation Methods, Federal Legislation, \*Federal Programs, \*Guidelines, Inspection, Local Government, \*Motor Vehicles, Objectives, Policy, Program Evaluation, Reports, State Programs, \*Traffic Safety

**Identifiers**—\*Highway Safety

Volume 1 of the 19-volume Highway Safety Program Manual (which provides guidance to State and local governments on preferred highway safety practices) focuses on periodic motor vehicle inspection by: (1) outlining the purpose and objectives of vehicle inspection, (2) establishing Federal authority for the program, and (3) citing general and specific policies regarding a State inspection program. Program development and operations for an inspection system (the number of stations required, program organization, financing, operating requirements and procedures, enforcement, training requirements, system requirements, and special vehicle inspection) are presented. Criteria for program evaluation, means of establishing goals, and methods of measuring and evaluating performance are described. Means of preparing operation, management information, program evaluation, and National Highway Traffic Safety Administration reports are outlined, and the types of reports are explained. Local government participation and funding criteria are briefly described. Appendixes contain the Highway Safety Program Standard One, Periodic Motor Vehicle Inspection; Part 570, Vehicle in Use Inspection Standard; requests for approval of experimental, pilot, or demonstration inspection programs; a glossary of definitions; references; a brief list of representative projects; a list of resource organizations; and special vehicle inspection guidelines. (NH)

**ED 107 791** CE 003 885

**Highway Safety Program Manual: Volume 2: Motor Vehicle Registration.**

National Highway Traffic Safety Administration (DOT), Washington, D. C.

Pub Date Sep 74

Note—64p.; For related documents, see CE 003 883-901

Available from—Superintendent of Documents, U. S. Government Printing Office, Washington, D. C. 20402 (Stock Number 5003-00185, \$1.65)

**EDRS Price MF-\$0.76 HC-\$3.32 PLUS POSTAGE**

**Descriptors**—Evaluation Criteria, Evaluation Methods, \*Federal Government, Federal Programs, \*Guidelines, Local Government, \*Manuals, \*Motor Vehicles, Reports, \*Standards, State Programs, State Standards, Traffic Safety

**Identifiers**—Highway Safety, \*Motor Vehicle Registration

Volume 2 of the 19-volume Highway Safety Program Manual (which provides guidance to State and local governments on preferred highway safety practices) describes the purposes and specific objectives of motor vehicle registration and general policies regarding vehicle registration systems are outlined. Program planning and development and operations for establishing, organizing, and implementing vehicle registration goals are considered in terms of vehicle ownership, weight, maintenance, and registration. Registration standards include application; refusal of application; issuance of registration plates and cards; display of registration; renewal; transfer; and authority to cancel, suspend, or revoke registration. Registration system requirements, procedures, and feasibility aspects are also outlined. Criteria for program evaluation and local government participation are specified. The function of operational, management information, program evaluation, and National Highway Traf-

fic Safety Administration reports is explained. Appendixes are devoted to the Highway Safety Program Standard Two—Motor Vehicle Registration, a glossary of definitions, references a list of representative projects, and a list of resource organizations. (NH)

**ED 107 792** CE 003 886  
**Highway Safety Program Manual: Volume 3: Motorcycle Safety.**

National Highway Traffic Safety Administration (DOT), Washington, D. C.  
 Pub Date 17 Jan 69

Note—58p.; For related documents, see CE 003 883-901

**EDRS Price MF-\$0.76 HC-\$3.32 PLUS POSTAGE**

**Descriptors**—Evaluation Criteria, Evaluation Methods, Federal Legislation, \*Federal Programs, \*Guidelines, Local Government, \*Motor Vehicles, Objectives, Policy, Program Evaluation, Reports, State Government, State Programs, \*Traffic Safety

**Identifiers**—Highway Safety, \*Motorcycles  
 Volume 3 of the 19-volume Highway Safety Program Manual (which provides guidance to State and local governments on preferred highway safety practices) concentrates on aspects of motorcycle safety. The purpose and specific objectives of a State motorcycle safety program are outlined. Federal authority in the highway safety area and general policies regarding a comprehensive State motorcycle safety program are described. Requirements and recommendations are presented for use in the implementation and operation of seven motorcycle safety program areas: motorcycle operator education and training, licensing, motorcycle operation, personal protective equipment, vehicle equipment, vehicle inspection, and motorcycle crash and injury records and reports. Procedures for evaluating the safety program, a reporting system, and local government participation in the safety program are outlined. Appendixes contain the Highway Safety Program Standard 4.4.3, Motorcycle Safety, a glossary of definitions; references; a list of representative projects; a list of resource organizations; Federal Motor Vehicle Safety Standard No. 108 and No. 205; and a supplemental accident report form. (NH)

**ED 107 793** CE 003 887  
**Highway Safety Program Manual: Volume 4: Driver Education.**

National Highway Traffic Safety Administration (DOT), Washington, D. C.  
 Pub Date Sep 74

Note—56p.; For related documents, see CE 003 883-901

Available from—Superintendent of Documents, U. S. Government Printing Office, Washington, D. C. 20402 (Stock Number 5003-00186, \$1.55)

**EDRS Price MF-\$0.76 HC-\$3.32 PLUS POSTAGE**

**Descriptors**—\*Driver Education, Evaluation Criteria, Federal Legislation, \*Federal Programs, Financial Support, \*Guidelines, Local Government, Objectives, Policy, Program Evaluation, Reports, State Government, State Programs, \*Traffic Safety

**Identifiers**—\*Highway Safety  
 Volume 4 of the 19-volume Highway Safety Program Manual (which provides guidance to State and local governments on preferred highway safety practices) focuses on driver education. The purpose and specific objectives of the driver education program and general policies regarding driver education derived from the Federal standard are described. Program development and operations (State administration, course content, State approval and licensing procedures, preparation and qualification of teachers and instructors, and an outline of research and development) are described. Program evaluation criteria and guidelines for attaining program objectives are presented. Procedures for filing operational, management information, program evaluation, and National Highway Safety Bureau reports are specified. The role of local government is outlined. Funding criteria for 402 driver education projects are listed. Appendixes consist of the Highway Safety Program Standard Four, Driver Education; a glossary of definitions; references; a list of representative projects; and a list of resource organizations. (NH)

**ED 107 794** CE 003 888  
**Highway Safety Program Manual: Volume 5: Driver Licensing.**

National Highway Traffic Safety Administration (DOT), Washington, D. C.  
 Pub Date Oct 74

Note—115p.; For related documents, see CE 003 883-901

**EDRS Price MF-\$0.76 HC-\$5.70 PLUS POSTAGE**

**Descriptors**—Evaluation Methods, Federal Legislation, \*Federal Programs, \*Guidelines, Local Government, Objectives, Policy, Program Evaluation, Reports, \*State Government, State Programs, \*State Standards, \*Traffic Safety

**Identifiers**—\*Driver Licensing, Highway Safety  
 Volume 5 of the 19-volume Highway Safety Program Manual (which provides guidance to State and local governments on preferred highway safety practices) focuses on driver licensing. The purpose and specific objectives of the driver licensing program are outlined. Federal authority in the area of driver licensing and general policies of a licensing program are explained. Program development and operations (applications, examinations, issuing licenses, a driver information system and improvement program, instruction manuals, personnel, working relationships, and facilities and equipment) are outlined. Program evaluation methods are presented. Four types of reports (operational, management information, program evaluation, and National Highway Safety Bureau) are described. Appendixes present the Highway Safety Program Standard 4.4.5, Driver Licensing; a glossary of definitions; references; a list of representative projects; a list of resource organizations; motorcycle operator licensing requirements; guidelines for driver license application forms; periodic driver reexamination programs, and driver license records; considerations for improving enforcement of driver license denials; a list of training curriculum materials; considerations regarding the blind; and a driver licensing program report. (NH)

**ED 107 795** CE 003 889  
**Highway Safety Program Manual: Volume 6: Codes and Laws.**

National Highway Traffic Safety Administration (DOT), Washington, D. C.  
 Pub Date Nov 74

Note—33p.; For related documents, see CE 003 883-888 and CE 003 890-901

Available from—Superintendent of Documents, U. S. Government Printing Office, Washington, D. C. 20402 (\$1.20)

**EDRS Price MF-\$0.76 HC-\$1.95 PLUS POSTAGE**

**Descriptors**—Evaluation Criteria, Evaluation Methods, Federal Legislation, \*Federal Programs, \*Guidelines, Laws, Local Government, Objectives, Policy, Program Evaluation, Reports, State Government, \*State Legislation, State Programs, \*Traffic Regulations, \*Traffic Safety

**Identifiers**—\*Highway Safety  
 Volume 6 of the 19-volume Highway Safety Program Manual (which provides guidance to State and local governments on preferred safety practices) concentrates on codes and laws. The purpose and specific objectives of the Codes and Laws Program, Federal authority in the area of highway safety, and policies regarding traffic regulation are described. Program development and operations (the need for a study officer, a comparison of State traffic laws with the Uniform Vehicle Code, and achievement of intrastate uniformity) are presented. Criteria for program evaluation and evaluation procedures are specified. Different types of reports (on traffic laws and ordinances, on program evaluation, and for the National Highway Traffic Safety Administration) are explained. Local government participation is outlined. Appendixes contain the Highway Safety Program Standard Six, Codes and Laws; a glossary of definitions; references; a list of representative projects, and a list of resource organizations. (NH)

**ED 107 796** CE 003 890  
**Highway Safety Program Manual: Volume 7: Traffic Courts.**

National Highway Traffic Safety Administration (DOT), Washington, D. C.  
 Pub Date Oct 74

Note—42p.; For related documents, see CE 003 883-901

Available from—Superintendent of Documents, U. S. Government Printing Office, Washington, D. C. 20402 (Stock Number 5003-00203, \$1.50)

**EDRS Price MF-\$0.76 HC-\$1.95 PLUS POSTAGE**

**Descriptors**—\*Courts, Evaluation Criteria, Evaluation Methods, Federal Legislation, \*Federal Programs, \*Guidelines, Local Government, Objectives, Policy, Program Evaluation, Reports, State Government, State Programs, \*Traffic Safety

**Identifiers**—Highway Safety, \*Traffic Courts  
 Volume 7 of the 19-volume Highway Safety Program Manual (which provides guidance to State and local governments on preferred highway safety practices) focuses on traffic courts, their purpose and objectives. Federal authority in the area of traffic courts are described. Program development and operations (a study of courts trying traffic cases, a comprehensive traffic courts plan, implementation of the plan, and additional plans for effective traffic courts) are presented. Criteria and procedures for program evaluation are outlined. Different types of reports (on traffic courts, on program evaluation, and for the National Highway Traffic Safety Administration) are described. Local government participation is outlined. Appendixes contain the Highway Safety Program Standard Seven, Traffic Courts; a glossary of definitions; references; a list of representative projects; and a list of resource organizations. (NH)

**ED 107 797** CE 003 891  
**Highway Safety Program Manual: Volume 8: Alcohol in Relation to Highway Safety.**

National Highway Traffic Safety Administration (DOT), Washington, D. C.  
 Pub Date Mar 75

Note—66p.; For related documents, see CE 003 883-901

Available from—Superintendent of Documents, U. S. Government Printing Office, Washington, D. C. 20402 (No price given)

**EDRS Price MF-\$0.76 HC-\$3.32 PLUS POSTAGE**

**Descriptors**—\*Alcoholic Beverages, \*Drinking, Evaluation Criteria, Evaluation Methods, Federal Legislation, \*Federal Programs, \*Guidelines, Local Government, Objectives, Policy, Program Evaluation, Reports, State Government, State Programs, Traffic Safety

**Identifiers**—\*Highway Safety  
 Volume 8 of the 19-volume Highway Safety Program Manual (which provides guidance to State and local governments on preferred highway safety practices) concentrates on alcohol in relation to highway safety. The purpose and objectives of the alcohol program are outlined. Federal authority in the area of highway safety and general policies regarding the alcohol program are described. Program development and operations (planning, chemical and behavioral tests, qualifications of personnel, tests following fatal crashes, and implied consent) are presented. Criteria and procedures for program evaluation are described. Procedures for filing operational, management information, evaluation, and National Highway Traffic Safety Administration reports are outlined. Local government participation is briefly described. Appendixes contain the Highway Safety Program Standard Eight, Alcohol in Relation to Highway Safety; a glossary of definitions; references; a list of representative projects; a list of resource organizations; an alcoholic influence report form; minimum educational and experience requirements for a laboratory director and laboratory analyst; standard report for alcoholic involvement in fatal accidents; pertinent sections of the Uniform Vehicle Code; and a summary of the 1968 Alcohol and Highway Safety Report. (NH)

**ED 107 798** CE 003 892  
**Highway Safety Program Manual: Volume 9: Identification and Surveillance of Accident Locations.**

National Highway Traffic Safety Administration (DOT), Washington, D. C.  
 Pub Date Feb 74

Note—50p.; For related documents, see CE 003 883-901

Available from—Superintendent of Documents, U. S. Government Printing Office, Washington,

D. C. 20402 (Stock Number 5003-00182, \$1.55)

**EDRS Price MF-\$0.76 HC-\$1.95 PLUS POSTAGE**

**Descriptors**—\*Accident Prevention, Evaluation Criteria, Federal Legislation, \*Federal Programs, \*Guidelines, Local Government, Objectives, Policy, Program Evaluation, Reports, State Government, State Programs, \*Traffic Accidents, \*Traffic Safety  
**Identifiers**—\*Highway Safety

Volume 9 of the 19-volume Highway Safety Program Manual (which provides guidance to State and local governments on preferred highway safety practices) focuses on identification and surveillance of accident locations. The purpose of the program, its specific objectives, and its relationship with other programs are explored. Federal authority in the area of accident reduction and general policies regarding identification and surveillance programs are outlined. Program development and operations (aspects of coordination, data needs, and corrective action programs) are presented. Criteria for program evaluation and different types of reports (operational, program evaluation, and Federal Highway Administration) are explained. Local government participation is outlined. Appendixes contain the Highway Safety Program Standard Nine, Identification and Surveillance of Accident Locations; a glossary of definitions; references; a list of representative projects; and a list of resource organizations. (NH)

**ED 107 799 CE 003 893**  
**Highway Safety Program Manual: Volume 10: Traffic Records.**

National Highway Traffic Safety Administration (DOT), Washington, D. C.

Pub Date Mar 75  
Note—110p.; For related documents, see CE 003 883-901

Available from—Superintendent of Documents, U. S. Government Printing Office, Washington, D. C. 20402 (No price given)

**EDRS Price MF-\$0.76 HC-\$5.70 PLUS POSTAGE**

**Descriptors**—Data Collection, Evaluation Criteria, Federal Legislation, \*Federal Programs, \*Guidelines, Information Systems, Local Government, Objectives, Policy, Program Evaluation, \*Recordkeeping, Records (Forms), Reports, State Government, State Programs, \*Traffic Safety  
**Identifiers**—\*Highway Safety

Volume 10 of the 19-volume Highway Safety Program Manual (which provides guidance to State and local governments on preferred highway safety practices) focuses on traffic records. The purpose and specific objectives of a traffic records program are discussed. Federal authority in the area of highway safety and policies regarding a traffic records program are outlined. Program development and operations (a records system concept, a State traffic records committee and agency, goals of the records system, assessment of resources and constraints, and development of a systems plan) are presented. Criteria for program evaluation and different types of reports (management, program evaluation, and National Highway Traffic Safety Administration) are explained. Local government participation and approval criteria for 402 traffic records subelement plans are reviewed. Appendixes contain the Highway Safety Program Standard 10, Traffic Records; a glossary of definitions; references; guidelines and specifications for describing information interchange formats; a list of resource organizations; data potentially available on-scene and off-scene form; a chart of selected traffic safety decision makers and decision opportunities; and an elaboration on the topics of causes and contributing factors. (NH)

**ED 107 800 CE 003 894**  
**Highway Safety Program Manual: Volume 11: Emergency Medical Services.**

National Highway Traffic Safety Administration (DOT), Washington, D. C.

Pub Date Apr 74  
Note—247p.; For related documents, see CE 003 883-901

Available from—Superintendent of Documents, U. S. Government Printing Office, Washington, D. C. 20402 (Stock Number 5003-00170, \$3.20)

**EDRS Price MF-\$0.76 HC-\$12.05 PLUS POSTAGE**

**Descriptors**—Costs, \*Emergency Programs, Evaluation Criteria, Evaluation Methods, Federal Legislation, \*Federal Programs, \*Guidelines, Local Government, \*Medical Services, Objectives, Policy, Program Evaluation, Reports, State Government, State Programs, \*Traffic Safety  
**Identifiers**—\*Highway Safety

Volume 11 of the 19-volume Highway Safety Program Manual (which provides guidance to State and local governments on preferred highway safety practices) concentrates on emergency medical services. The purpose of the program, Federal authority in the area of medical services, and policies related to an emergency medical services (EMS) program are described. Program development and operations (EMS system functions and components, postadmission, State EMS program elements, and personnel training) are presented. Criteria and methodology for program evaluation and different types of reports (operational, management, program evaluation, and National Highway Traffic Safety Administration) are explained. Local government participation and funding criteria for 402 EMS projects are reviewed. Appendixes (one-half of the document) contain the Highway Safety Program Standard 11, Implementation Guidelines; a glossary of definitions; references; representative projects; resource organizations; the economics of ambulance service; materials on EMS helicopter use, personnel training, EMS systems, job descriptions, EMS training, communications, advisory groups; forms or guidelines for regulating ambulance service, contracting for such services, and for use in emergency rooms; and a list of National Highway Traffic Safety Administration administrators. (NH)

**ED 107 801 CE 003 895**  
**Highway Safety Program Manual: Volume 12: Highway Design, Construction and Maintenance.**

National Highway Traffic Safety Administration (DOT), Washington, D. C.

Pub Date Feb 74  
Note—69p.; For related documents, see CE 003 883-901

Available from—Superintendent of Documents, U. S. Government Printing Office, Washington, D. C. 20402 (Stock Number 5003-00187, \$1.75)

**EDRS Price MF-\$0.76 HC-\$3.32 PLUS POSTAGE**

**Descriptors**—Design, Evaluation Criteria, Evaluation Methods, Federal Legislation, \*Federal Programs, \*Guidelines, Local Government, \*Maintenance, Objectives, Policy, Program Evaluation, Reports, \*Road Construction, State Government, State Programs, \*Traffic Safety  
**Identifiers**—\*Highway Safety

Volume 12 of the 19-volume Highway Safety Program Manual (which provides guidance to State and local governments on preferred highway safety practices) focuses on highway design, construction and maintenance. The purpose and specific objectives of such a program are described. Federal authority in the area of highway safety and policies regarding a road construction and maintenance program are explained. Program development and operations (design and construction features, emergency response, maintenance work site safety, rail crossings, pedestrian safety, land development, and training) are presented. Criteria and procedures for program evaluation are outlined; program evaluation reports and reports to the Federal Highway Administration are explained. Local government participation is reviewed. Appendixes contain the Highway Safety Program Standard 12, Highway Design, Construction, and Maintenance; a glossary of definitions; references; a list of representative projects; and a list of resource organizations. (NH)

**ED 107 802 CE 003 896**  
**Highway Safety Program Manual: Volume 13: Traffic Engineering Services.**

National Highway Traffic Safety Administration (DOT), Washington, D. C.

Pub Date Feb 74  
Note—90p.; For related documents, see CE 003 883-901

Available from—Superintendent of Documents, U. S. Government Printing Office, Washington, D. C. 20402 (Stock Number 5003-00193, \$2.05)

**EDRS Price MF-\$0.76 HC-\$4.43 PLUS POSTAGE**

**Descriptors**—\*Civil Engineering, Evaluation Criteria, Evaluation Methods, Federal Legislation, \*Federal Programs, \*Guidelines, Local Government, Objectives, Policy, Program Evaluation, Reports, State Government, State Programs, \*Traffic Safety  
**Identifiers**—\*Highway Safety

Volume 13 of the 19-volume Highway Safety Program Manual (which provides guidance to State and local governments on preferred highway safety practices) focuses on traffic engineering services. The introduction outlines the purposes and objectives of Highway Safety Program Standard 13 and the Highway Safety Program Manual. Program development and operation (the scope of the engineering program, needs determination, priorities, manpower development, and traffic control devices) are presented. The need for a program implementation schedule (which establishes step-by-step work tasks to complete various facets of particular improvements) is specified in relation to improvements during maintenance, operational surveillance, high-accident location correction, hazardous location analysis, needs identification, effectiveness evaluation, and traffic regulations. Criteria and procedures for program evaluation and different types of reports (local, State, and Federal) are explained. Local government participation is outlined. Appendixes contain the Highway Safety Program Standard 13, Traffic Engineering Services; a glossary of definitions; a list of representative projects; a management guide for a State-wide inventory; guidelines for traffic control device maintenance inspections; guides for traffic sign, pavement marking, and traffic signal inventories; a list of resource organizations; and references. (NH)

**ED 107 803 CE 003 897**  
**Highway Safety Program Manual: Volume 14: Pedestrian Safety.**

National Highway Traffic Safety Administration (DOT), Washington, D. C.

Pub Date Nov 74  
Note—88p.; For related documents, see CE 003 883-901

Available from—Superintendent of Documents, U. S. Government Printing Office, Washington, D. C. 20402 (Stock Number 5003-00204, \$1.90)

**EDRS Price MF-\$0.76 HC-\$4.43 PLUS POSTAGE**

**Descriptors**—Evaluation Criteria, Evaluation Methods, Federal Legislation, \*Federal Programs, \*Guidelines, Local Government, Objectives, \*Pedestrian Traffic, Policy, Program Evaluation, Reports, State Government, State Programs, \*Traffic Safety  
**Identifiers**—\*Highway Safety

Volume 14 of the 19-volume Highway Safety Program Manual (which provides guidance to State and local governments on preferred highway safety practices) concentrates on pedestrian safety. The purpose and objectives of a pedestrian safety program are outlined. Federal authority in the area of pedestrian safety and policies regarding a safety program are described. Program development and operations (an inventory of vehicle-pedestrian crash experience, improvement of pedestrian protection, driver familiarization with pedestrian problems, pedestrian training and education, protection of child pedestrians, and enforcement) are presented. Criteria and procedures for program evaluation and different types of reports (pedestrian safety program reports and reports to the National Highway Traffic Safety Administration and to the Federal Highway Administration) are explained. Local government participation is outlined. Appendixes contain the Highway Safety Program Standard 14, Pedestrian Safety; a glossary of definitions; references; a list of representative projects; and a list of resource organizations. (NH)

**ED 107 804 CE 003 898**  
**Highway Safety Program Manual: Volume 15: Police Traffic Services.**

National Highway Traffic Safety Administration (DOT), Washington, D. C.

Pub Date Dec 74  
Note—63p.; For related documents, see CE 003 883-897 and CE 003 899-901

Available from—Superintendent of Documents, U. S. Government Printing Office, Washington, D. C. 20402 (\$1.60)

**EDRS Price MF-\$0.76 HC-\$3.32 PLUS POSTAGE**



**Descriptors**—Evaluation Criteria, Evaluation Methods, Federal Legislation, \*Federal Programs, \*Guidelines, Local Government, Objectives, \*Police, Policy, Program Evaluation, Reports, \*Services, State Government, State Programs, \*Traffic Safety

**Identifiers**—\*Highway Safety

Volume 15 of the 19-volume Highway Safety Program Manual (which provides guidance to State and local governments on preferred highway safety practices) focuses on police traffic services. The purpose and objectives of a police services program are described. Federal authority in the areas of highway safety and policies regarding a police traffic services program are explained. Program development and operations (police training; traffic law enforcement; traffic direction and control; accident investigation; reporting hazardous conditions regarding environment, vehicles, and drivers; and other police traffic services) are presented. Criteria and procedures for program evaluation and different types of reports (operational, management information, program evaluation, and National Highway Traffic Safety Administration) are explained. Local government participation and funding criteria for various aspects of the program are outlined. Appendixes contain the Highway Safety Program Standard 15, Police Traffic Services; a glossary of definitions; references; a list of representative projects; and a list of resource organizations. (NH)

**ED 107 805** CE 003 899  
Highway Safety Program Manual: Volume 16: Debris Hazard Control and Cleanup.

National Highway Traffic Safety Administration (DOT), Washington, D. C.  
Pub Date Jan 75

Note—61p.; For related documents, see CE 003 883-898 and CE 003 900-901

Available from—Superintendent of Documents, U. S. Government Printing Office, Washington, D. C. 20402 (Stock Number 050-00209, \$1.25)

**EDRS Price MF-\$0.76 HC-\$3.32 PLUS POSTAGE**

**Descriptors**—\*Accident Prevention, Evaluation Criteria, Federal Legislation, \*Federal Programs, \*Guidelines, Local Government, Objectives, Policy, Program Evaluation, Reports, State Government, State Programs, \*Traffic Accidents, Traffic Control, \*Traffic Safety

**Identifiers**—\*Highway Safety

Volume 16 of the 19-volume Highway Safety Program Manual (which provides guidance to State and local governments on preferred highway safety practices) concentrates on debris hazard control and cleanup. The purpose and objectives of such a program are outlined. Federal authority in the area of highway safety and policies regarding a debris control and cleanup program are explained. Program development and operations (planning considerations, control centers, operational elements, and training) are presented. Criteria for program evaluation and different types of reports (routine, special, and National Highway Traffic Safety Administration) are explained. Local government participation is outlined. Appendixes contain the Highway Safety Program Standard 16, Debris Hazard Control and Cleanup; a glossary of definitions; references; a list of representative projects; a list of resource organizations; a list of communications systems and recommended equipment; and information concerning procedures to follow in the event of an incident involving a nuclear radiation source. (NH)

**ED 107 806** CE 003 900  
Highway Safety Program Manual: Volume 17: Pupil Transportation Safety.

National Highway Traffic Safety Administration (DOT), Washington, D. C.  
Pub Date Feb 74

Note—44p.; For related documents, see CE 003 883-898 and CE 003 901

Available from—Superintendent of Documents, U. S. Government Printing Office, Washington, D. C. 20402 (Stock Number 5003-00174, \$0.95)

**EDRS Price MF-\$0.76 HC-\$1.95 PLUS POSTAGE**

**Descriptors**—Bus Transportation, Evaluation Criteria, Evaluation Methods, Federal Legislation, \*Federal Programs, \*Guidelines, Local Government, Objectives, Policy, Program Evaluation, Reports, \*School Buses, State

Government, State Programs, \*Student Transportation, \*Traffic Safety

**Identifiers**—\*Highway Safety

Volume 17 of the 19-volume Highway Safety Program Manual (which provides guidance to State and local governments on preferred highway safety practices) focuses on pupil transportation safety. The purpose and objectives of a pupil transportation safety program are outlined. Federal authority in the area of pupil transportation and policies regarding such a program are explained. Program development and operations (State and local administration, identification and equipment, operation, driver training, licensing and the school bus driver, pupil instruction, and vehicle operation and maintenance) are presented. Criteria and procedures for program evaluation and operational reports are explained. Local government participation and funding criteria for 402 pupil transportation safety projects are outlined. Appendixes contain the Highway Safety Program Standard 17, Pupil Transportation Safety; A glossary of definitions; references; a list of representative projects; and a list of resource organizations. (NH)

**ED 107 807** CE 003 901  
Highway Safety Program Manual: Volume 18: Accident Investigation and Reporting.

National Highway Traffic Safety Administration (DOT), Washington, D. C.  
Pub Date Sep 74

Note—61p.; For related documents, see CE 003 883-900

Available from—Superintendent of Documents, U. S. Government Printing Office, Washington, D. C. 20402 (Stock Number 5003-00192, \$1.35)

**EDRS Price MF-\$0.76 HC-\$3.32 PLUS POSTAGE**

**Descriptors**—Evaluation Criteria, Federal Legislation, \*Federal Programs, \*Guidelines, \*Investigations, Local Government, Objectives, Policy, Program Evaluation, Reports, State Government, State Programs, \*Traffic Accidents, \*Traffic Safety

**Identifiers**—\*Highway Safety

Volume 18 of the 19-volume Highway Safety Program Manual (which provides guidance to State and local governments on preferred highway safety practices) concentrates on accident investigation and reporting. The purpose and objectives of an investigation and reporting program are outlined. Federal authority in the area of highway safety and policies regarding an accident investigation and reporting program are explained. Program development and operation (administration, accident reporting, owner and driver reports, police accident investigation, and investigation by State accident investigation teams) are presented. Criteria for program evaluation and different types of reports (operational, management information, and National Highway Traffic Safety Administration) are explained. Local government participation is outlined. Appendixes contain the Highway Safety Program Standard 18, Accident Investigation and Reporting; a glossary of definitions; a list of minimum information required on driver-reported accidents; references; a list of representative projects; a list of resource organizations; an explanation of accident causes and contributing factors; a program matrix for highway safety research; a list of sources of uniform definitions and classifications; and a checklist for program evaluation. (NH)

**ED 107 808** CE 003 907  
Interest-Based Curriculum for House Care Services: House Cares.

Natchitoches Parish School Board, La. Spons Agency—Office of Education (DHEW), Washington, D. C.

Pub Date Apr 74

Grant—OEG-0-73-5308

Note—176p.; For related documents, see CE 003 908-10

**EDRS Price MF-\$0.76 HC-\$9.51 PLUS POSTAGE**

**Descriptors**—\*Career Education, Curriculum Guides, Custodian Training, Domesticity, Home Furnishings, Instructional Materials, Landscaping, Maintenance, \*Occupational Home Economics, Occupational Information, Secondary Education, \*Service Occupations, Service Workers, Visiting Homemakers, \*Vocational Education, \*Vocational Interests

**Identifiers**—\*House Care Services

The 11-unit curriculum guide for house care services, a Federally sponsored project, is designed to help students identify interests and develop skills associated with house care services. Two introductory units deal with the world of work and the total area of house care services. The following unit topics are: sanitation and safety; equipment; management; house plans; decoration, accessories, and lighting; home economics; storage; repairs; and landscaping. Each unit outlines objectives and activities, with many of the units also providing references and materials needed. Some of the "hands on" instructional aids provided are various personal checklists, unit tests and answers, unit review sheets, informational charts, and handout sheets. House care related occupations include: housekeeper, private domestics, hotel/motel supervisor, janitor, laundry services, assistant house manager, landscaping, florist assistant, appliance demonstrator, home furnishing salesperson, drapery specialist, floor care specialist, interior decorator, small appliance repair, maintenance, furniture refinisher, appliance salesman, upholsterer, carpet mechanic, visiting homemaker, and maid (hotels, motels, hospitals). (EA)

**ED 107 809** CE 003 908  
Interest-Based Curriculum for House Care Services: Science.

Natchitoches Parish School Board, La. Spons Agency—Office of Education (DHEW), Washington, D. C.

Pub Date Apr 74

Grant—OEG-0-73-5308

Note—107p.; For related documents, see CE 003 907 and CE 003 909-10

**EDRS Price MF-\$0.76 HC-\$5.70 PLUS POSTAGE**

**Descriptors**—\*Career Education, \*Chemistry Instruction, Consumer Science, \*Curriculum Guides, Electricity, Energy, Integrated Curriculum, Laboratory Procedures, Learning Activities, Metric System, Modern Science, \*Physical Sciences, Relevance (Education), Science Curriculum, \*Science Education, Science Experiments, Science Units, Secondary Education, Teacher Developed Materials, Vocational Education

The interest-based curriculum materials are designed to correlate the subjects of English, math, science, and home economics and infuse academic skills into the world of work. The House Care Science curriculum guide is divided into five units: (1) measurement, (2) household chemistry, (3) household electricity, (4) household machines, and (5) heat, light, and sound. Each unit is organized around objectives, experiments, evaluative material (unit exams), instructional materials, and references. The unit on measurement applies the metric system to density and specific gravity problems. The household chemistry unit activities deal with the three states of matter: solids, liquids, and gases. Principles of electricity are stressed in both the household electricity and household machines units, while the final unit on heat, light, and sound applies principles and theories relating to the use of energy in the home. (JB)

**ED 107 810** CE 003 909  
Interest-Based Curriculum for House Care Services: English.

Natchitoches Parish School Board, La. Spons Agency—Office of Education (DHEW), Washington, D. C.

Pub Date Apr 74

Grant—OEG-0-73-5308

Note—255p.; For related documents, see CE 003 907-8 and CE 003 910

**EDRS Price MF-\$0.76 HC-\$13.32 PLUS POSTAGE**

**Descriptors**—\*Career Education, \*Communication Skills, \*Composition (Literary), \*Curriculum Guides, \*English Curriculum, English Instruction, Instructional Materials, Integrated Curriculum, Job Application, Language Skills, Learning Activities, Secondary Education, Self Evaluation

The interest-based curriculum materials are designed to correlate the subjects of English, math, science, and home economics in an effort to infuse academic skills into the world of work. The curriculum guide is designed for English curriculum and is divided into six sections: (1) the world of work, (2) speaking and listening, (3) paragraphing, (4) letter writing and job application, (5) research, and (6) enrichment materials.

Activities involve pretest questions, handouts, films, group work, poetry readings, displays, attitude tests, biography writing, research on occupations, oral reports, discussions, debates, guest speakers, readings, profiles, role playing, and interviews. Instructional materials, evaluative material (unit tests, class evaluation) and resources supplement the lessons. Each section is organized around an overview, objectives, activities, materials needed, and bibliography. (JB)

**ED 107 811 95 CE 003 910**  
Interest-Based Curriculum for House Care Services: Math.

Natchitoches Parish School Board, La.  
Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date Apr 74  
Grant—OEG-0-73-5308  
Note—271p.; For related documents, see CE 003 907-9

**EDRS Price MF-\$0.76 HC-\$13.32 PLUS POSTAGE**

Descriptors—\*Career Education, \*Curriculum Guides, Instructional Materials, Integrated Curriculum, \*Learning Activities, Mathematical Applications, \*Mathematical Concepts, Mathematics, Mathematics Curriculum, \*Mathematics Instruction, Metric System, Money Management, Secondary Education, Secondary School Mathematics

The interest-based curriculum materials are designed to correlate the subjects of English, math, science, and home economics in an effort to infuse academic skills into the world of work. The curriculum guide is designed for mathematics curriculum and is divided into 11 sections: orientation, whole numbers, common fractions, decimal fractions, percents, units of measure and measurement, the metric system, ratio and proportion, introduction to algebra and geometry, and personal business. The learning activities include: class work, inquiry team approach, discussion, displays, lectures, filmstrips, tests, and personal banking and tax procedures and forms. A bibliography completes the document. Each section is organized around objectives, activities, evaluative material (teacher and student), and instructional materials. (JB)

**ED 107 812 CE 003 911**  
Career Education in Elementary Schools: Exemplary Curriculum Guidelines.

Natchitoches Parish School Board, La.  
Spons Agency—Louisiana State Dept. of Education, Baton Rouge.

Pub Date Aug 73  
Note—347p.

**EDRS Price MF-\$0.76 HC-\$17.13 PLUS POSTAGE**

Descriptors—Audiovisual Aids, \*Career Awareness, \*Career Education, \*Curriculum Guides, Educational Objectives, Elementary Grades, Language Arts, \*Learning Activities, Mathematics, Occupational Clusters, Reading, Resource Materials, Social Studies, Student Evaluation, Units of Study (Subject Fields)

A result of a State-funded workshop sponsored by Northwestern State University (Louisiana), the exemplary career education curriculum guide is designed for elementary grades K through six. An introductory chapter is followed by a chapter on resources which identifies specific materials (films, filmstrips, records, kits, books, pictures, and catalogs), lists noteworthy activities, and identifies career job clusters with specific examples. Chapter three, which consists of 278 pages of learning episodes, is arranged with sections for each grade level that are further identified according to subject matter (people work together—kindergarten, social studies, reading, language arts, and mathematics) as well as unit topic. Lesson plans are arranged in a double-page format with six columns indicating objectives, career education code (referring to teacher-established career education objectives listed in chapter 2), learning activities, resources, evaluation, and special notes. The fourth chapter is a brief outline of audiovisual equipment needed in a career education program, and the concluding chapter consists of a workshop evaluation form. (EA)

**ED 107 813 CE 003 912**  
Home Economics Education: Tips on Purchasing Clothes.  
New York State Univ. System, Albany.

Spons Agency—New York State Education Dept., Albany, Bureau of Continuing Education Curriculum Development.

Pub Date [73]  
Note—21p.

**EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE**

Descriptors—\*Adult Education, Audiovisual Aids, Bibliographic Citations, \*Clothing, \*Consumer Education, Course Objectives, Disadvantaged Groups, Home Economics Education, Homemaking Education, Learning Activities, \*Purchasing, Reference Materials, Student Evaluation, \*Teaching Guides

The learning package on purchasing clothes is designed for use by instructors in adult consumer-homemaking programs, with the target population generally being adults in socioeconomically disadvantaged innercity and rural areas. Major topics include: government regulations related to care and labeling of fabrics and garments, wardrobe planning, garment purchasing, and the use of accessories. Instructor assistance is provided in planning objectives, creating learning experiences, and appraising learnings. Directions also are given for preparing and using transparencies for the overhead projector. Instructor references include: pamphlets, periodicals, audiovisual aids, and a source list. (EA)

**ED 107 814 CE 003 913**

Glaser, Edward M. And Others  
Individualization of Manpower Services: A Sourcebook of Ideas.

Human Interaction Research Inst., Los Angeles, Calif.

Spons Agency—Manpower Administration (DOL), Washington, D.C. Office of Research and Development.

Report No.—DLMA-92-06-72-27  
Pub Date Jan 75

Note—80p.

**EDRS Price MF-\$0.76 HC-\$4.43 PLUS POSTAGE**

Descriptors—Behavioral Science Research, Disadvantaged Groups, Individualized Instruction, \*Individualized Programs, Innovation, Job Training, \*Manpower Development, \*Manpower Utilization, \*Program Improvement, Systems Approach, Unskilled Workers, \*Vocational Development, Work Attitudes

The Federally-sponsored manpower development project is concerned with two major issues: (1) ways to determine what particular services are needed by given clients in manpower programs for the disadvantaged, and (2) ways to organize a manpower program so that each individual receives appropriate services to fulfill individual needs. Following two introductory sections defining relevant constructs, 17 case studies of innovative programs and procedures are presented to help manpower program planners and administrators think about individualization in new ways. Case study programs include: Individualized Manpower Training System (IMTS), Training and Technology (TAT), Arizona Job Colleges (AJC), Life Skills Education Model, Comprehensive Manpower Office (COMO), Vocational Exploration Groups (VEG), and Job-Related Education and Vestibule Training. Other case studies deal with procedures of: Job Agent classification, Cleff Job-Man Matching System, self-help work units, systems approach, telephone company training, Training Decision Paradigm, individualized instruction in education, behavioral assessment, behavioral training, and personalized salvage of failing trainees. Implications for policy and action of prime sponsors is explored in relation to manpower service delivery. An annotated bibliography of references for material cited is included; a nine-page appendix presents some research on work attitudes and work skills. (EA)

**ED 107 815 CE 003 916**

Career Awareness: Kindergarten.  
Boise City Independent School District, Idaho.

Pub Date 74  
Note—53p.; For related documents, see CE 003 916-922; Best copy available

**EDRS Price MF-\$0.76 HC-\$3.32 PLUS POSTAGE**

Descriptors—\*Career Awareness, \*Career Education, Class Activities, \*Curriculum Guides, Health Personnel, \*Integrated Curriculum, Kindergarten, \*Learning Activities, Merchants, Primary Education, Public Service Occupations, Role Playing, School Personnel, Self Ac-

tualization, Self Concept, Teacher Developed Materials, Transportation

A broad educational background is necessary to meet ever changing occupational fields, and career education is an approach incorporating career information within the regular school subjects. For the elementary level, career awareness is the main thrust in this ongoing program to integrate students and community. Self-development and understanding is stressed, and activity and student involvement is the theme. The format for the kindergarten level, major objectives, evaluation rationale, a brief description of creative dramatics, and resource list are outlined in the introduction. In selecting specific jobs, the occupational clusters list was utilized. The two methods of study for kindergarten are: (1) the development of self-understanding through inquiry, discussion, and listening, with a variety of activities (role playing, puppetry, group discussion, problem situations, music, art, and readings); and (2) the learning activities integrating subjects with careers. The five units: self-awareness (eight activities); developing good health habits (nine activities); group member (three activities); school workers (nine activities); definition of work (seven activities); jobs in the community (55 activities divided into transportation, marketing and distribution, health and hygiene, and public service); and seven culminating activities, are organized under concept, objective, and materials headings. (JB)

**ED 107 816 95 CE 003 917**

Career Awareness: Grade 1.  
Boise City Independent School District, Idaho.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date 74  
Grant—OEG-261022L

Note—119p.; For related documents, see CE 003 916-922

**EDRS Price MF-\$0.76 HC-\$5.70 PLUS POSTAGE**

Descriptors—\*Career Awareness, \*Career Education, Class Activities, Classroom Guidance Programs, \*Curriculum Guides, Elementary Education, Grade 1, \*Integrated Curriculum, Interpersonal Relationship, \*Learning Activities, Role Playing, Self Actualization, Self Concept, Teacher Developed Materials

A broad educational background is necessary to meet ever changing occupational fields, and career education is an approach incorporating career information within regular school subjects. For the elementary level, career awareness is the main thrust in this program to integrate students and community. Self-development and understanding is stressed and activity and student involvement is the theme. The format for grade one, performance objectives and criterion test rationale, and major objectives are included in the introduction. The teacher aids section provides suggestions for activities, and the guidance component includes six activities organized as a guidance kit directed toward self-understanding and awareness of interpersonal relations and independence. The two methods utilized for grade one are: (1) the development of self-understanding through inquiry, discussion, and listening, with a variety of activities; and (2) the integration of curriculum with careers through learning activities. The career units are divided into four areas: introduction (10 activities); school workers (4) activities: introduction, teachers, counselors, principals, secretaries, custodians, librarians, special educators, cooks, bus drivers, and conclusion; family workers and helpers (36 activities); and health and hygiene (24 activities); doctors and dentists, hospital personnel, barbers and hairdressers, sanitation workers, and conclusion. (JB)

**ED 107 817 95 CE 003 918**

Career Awareness: Grade 2.  
Boise City Independent School District, Idaho.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date 74  
Grant—OEG-261022L

Note—204p.; For related documents, see CE 003 916-922; Not available in hard copy due to marginal legibility of original document

**EDRS Price MF-\$0.76 PLUS POSTAGE. HC Not Available from EDRS.**

Descriptors—\*Career Awareness, \*Career Education, Classroom Guidance Programs, \*Curricu-



lum Guides, Elementary Education, Grade 2, \*Integrated Curriculum, \*Learning Activities, Self Actualization, Self Concept, Teacher Developed Materials

A broad educational background is necessary to meet ever changing occupational fields, and career education is an approach incorporating career information within the regular school curriculum. For the elementary level, career awareness is the main thrust in this program to integrate students and community. The format for grade two, performance objectives and criterion test rationale, and major objectives are contained in the introduction. The teacher aids section provides suggestions for group and individual activities, and the guidance component includes six activities planned as a guidance kit directed toward self-understanding and emotional maturity. The career units cover six occupational clusters: 10 introductory activities; 30 activities in business and sales occupations (office workers, retail store workers, food service workers); 27 activities in communications (radio, television, publications, telephone, mail, conclusion); 42 activities in farming and food service occupations (dairy, bakery, produce, meat and eggs, conclusion); 34 activities in law enforcement and government employees (introduction, police, judicial system, fire protection, military, conclusion); 24 activities in the building trades (architecture, carpenter, plumber, electrician, mason, conclusion); and 44 activities in transportation (air, rail, water, motor, conclusion). Each occupational unit is introduced by major objectives, concepts, and suggested resources. (JB)

ED 107 818 95 CE 003 919

Career Awareness: Grade 3.

Boise City Independent School District, Idaho.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date 74

Grant—OEG-261022L

Note—224p.; For related documents, see CE 003 916-922; Best copy available

EDRS Price MF-\$0.76 HC-\$10.78 PLUS POSTAGE

Descriptors—\*Career Awareness, \*Career Education, Classroom Guidance Programs, \*Curriculum Guides, Elementary Education, Grade 3, \*Integrated Curriculum, \*Learning Activities, Self Actualization, Self Concept, Teacher Developed Materials

A broad educational background is necessary to meet ever changing occupational fields, and Career Education is an approach incorporating career information within the regular school curriculum. For the elementary level, career awareness is the main thrust in this program to integrate students and community. The introduction contains the format for grade three, performance objectives and criterion test rationale, and major objectives. The teacher aids section provides suggestions for activities, and the guidance component includes six activities directed towards self-understanding and behavior. The career units cover eight occupational clusters: 10 introductory activities; 28 activities in natural resources (oceanographer, marine biologist, ichthyologist, commercial fisherman); 32 activities in transportation (astronaut, railway engineer, ship builder, ship captain); 25 activities in food service (cook, chef, food service worker, home economist, ice cream maker); 29 activities in farming (poultry farmer, entomologist, heavy equipment operator, irrigation specialist); 30 activities in health (dentist, hospital staff, veterinarian, zoo caretaker); 28 activities in business (retail foodstore worker, hotel/motel manager, salesperson, shoe repairman); 30 activities in recreation and handicrafts (baseball player, jeweler, pottery maker, ski area manager); and four activities for a brick manufacturer. Each occupational unit is introduced by major objectives, concepts, and suggested resources. (JB)

ED 107 819 95 CE 003 920

Career Awareness: Grade 4.

Boise City Independent School District, Idaho.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date 74

Grant—OEG-261022L

Note—219p.; For related documents, see CE 003 916-922; Best copy available

EDRS Price MF-\$0.76 HC-\$10.78 PLUS POSTAGE

Descriptors—\*Career Awareness, \*Career Education, Classroom Guidance Programs, \*Curriculum Guides, Decision Making, Elementary Education, Grade 4, \*Integrated Curriculum, \*Learning Activities, Self Actualization, Self Concept, Teacher Developed Materials

A broad educational background is necessary to meet ever changing occupational fields, and career education is an approach incorporating career information within the regular school curriculum. For the elementary level, career awareness is the main thrust in this program to integrate students and community. The introduction contains the format for grade four, performance objectives and criterion test rationale, and major objectives. The teacher aids section provides suggestions for activities, and the guidance component or kit includes six activities directed towards decision making and emotional stability. The career units cover eight occupational clusters: 10 introductory activities; 21 activities in theater (singer, musician, dance instructor, actor, stage, lighting crew); 31 activities in personal service (apparel industry worker, barber, cosmetologist, pet service care, tailor and dressmaker); 28 activities in professional occupations (historian, mosaic craftsman, painter, writer, poet); 26 activities in consumer and home-making occupations (furniture maker, interior decorator, purchasing agent, advertising agent); 25 activities in natural resources (lumber mill operator, forest worker, national park ranger, wildlife manager); 32 activities in public service (auto mechanic, truck/bus driver, postman, military careers); 22 in miscellaneous occupations (cereal industry worker, miner, travel agent, youth activities director); and eight activities for employment counseling. (JB)

ED 107 820 95 CE 003 921

Career Awareness: Grade 5.

Boise City Independent School District, Idaho.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date 74

Grant—OEG-261022L

Note—232p.; For related documents, see CE 003 916-922; Best copy available

EDRS Price MF-\$0.76 HC-\$12.05 PLUS POSTAGE

Descriptors—\*Career Awareness, \*Career Education, Classroom Guidance Programs, \*Curriculum Guides, Elementary Education, Grade 5, \*Integrated Curriculum, Interpersonal Relationship, \*Learning Activities, Self Actualization, Self Concept, Teacher Developed Materials

A broad educational background is necessary to meet ever changing occupational fields, and career education is an approach incorporating career information within regular school curriculum. For the elementary level, career awareness is the main thrust in this program to integrate students and community. The format for grade five, performance objectives and criterion test rationale, and major objectives are included in the introduction. The teacher aids section provides suggestions for both group and individual activities, and the guidance component includes eight activities planned as a guidance kit directed towards self-understanding and awareness of interpersonal relations and interdependence. The career units cover seven occupational clusters: 10 introductory activities; 40 activities in construction occupations (architect, carpenter, electrician, plumber, bricklayer, cabinet maker, sheet metal worker); 24 activities in farming occupations (dairy farmer, rancher, farmer, butcher, and meat packer); 25 activities in health (dietitian, nurse, physician, pharmacist, and psychiatrist); 22 activities in industrial occupations (assembly line worker, machinist, welder, paper machine operator, and steel worker); seven activities for baker; five activities for fish hatchery manager; 13 activities for television, radio announcer, and television repairman; 12 activities for airline employees; eight for soil conservationist; eight for meteorologist; and six for tire industry worker. (JB)

ED 107 821 95 CE 003 922

Career Awareness: Grade 6.

Boise City Independent School District, Idaho.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date 74

Grant—OEG-261022L

Note—263p.; For related documents, see CE 003 916-922; Best copy available

EDRS Price MF-\$0.76 HC-\$13.32 PLUS

POSTAGE

Descriptors—\*Career Awareness, \*Career Education, Classroom Guidance Programs, \*Curriculum Guides, Elementary Education, Grade 6, \*Integrated Curriculum, Interpersonal Relationship, \*Learning Activities, Self Actualization, Self Concept, Teacher Developed Materials

A broad educational background is necessary to meet ever changing occupational fields, and career education is an approach incorporating career information within the regular school curriculum. For the elementary level, career awareness is the main thrust in this program to integrate students and community. The format for grade six, performance objectives and criterion test rationale, and major objectives are included in the introduction. The teacher aids section provides suggestions for both group and individual activities, and the guidance component includes seven activities planned as a guidance kit directed towards self-understanding and awareness of interpersonal relations and interdependence. The career units cover seven occupational clusters: 10 introductory activities; 33 activities in business and office occupations (accountant, bank personnel, computer programmer, office manager, and secretary); 37 activities in communications and media (newspaper reporter, photographer, cartoonist, editor, printer); 39 activities in environmental control (city planner, developer, commercial artist, environmental control agent, sanitation worker); 29 activities in government (government official, law enforcement, lawyer, judge, social worker); 29 activities in natural resources (animal ecologist, florist, landscaper, nurseryman, forest ranger); 44 activities in public service (physical therapist, geologist, oil worker, pipeline engineer, telephone worker); and 25 activities in business and professional occupations (insurance agent, real estate salesman, stockbroker, and teacher). (JB)

ED 107 822 CE 003 923

Career Activities in Language Arts: Grades 7, 8, 9.

Boise City Independent School District, Idaho.

Spons Agency—Idaho State Dept. of Education, Boise.

Pub Date 74

Note—211p.; For related documents, see CE 003 924-6

EDRS Price MF-\$0.76 HC-\$10.78 PLUS POSTAGE

Descriptors—Career Awareness, \*Career Education, \*Career Exploration, Careers, Class Activities, Communication Skills, Curriculum Enrichment, \*Curriculum Guides, Educational Objectives, Grade 7, Grade 8, Grade 9, Jobs, \*Junior High Schools, \*Language Arts, \*Occupational Clusters, Occupational Information, Reading Skills, Resource Materials, Speech Skills, Writing Skills

The career activities guide in language arts, part of an Idaho State Department of Vocational Education career exploration series for grades 7, 8, and 9, is designed as supplementary material to enrich the regular curriculum. Any one activity in the guide might be used without involving any other activities. The cross-referenced index indicates grades, subject, career cluster, occupation, and, in most instances, subject concept. Performance objectives, activity situation and steps, materials, and special recommendations are outlined for the various job titles. Also included are terminology and activity sheet class handouts. Career clusters included are: home economics and consumer; industrial arts; arts, crafts, and humanities; business occupations; communications and media; hospitality and recreation; environmental control; personal service; manufacturing; transportation; health occupations; public service; agriculture and natural resources; marine science; marketing and distribution; construction; miscellaneous activities. Subject concepts involve various aspects of language arts such as creative and descriptive writing, written and verbal directions, observational and organizational skills, reading and speaking skills, vocabulary, decision making, problem solving, listening, and role playing. (EA)

ED 107 823 CE 003 924

Career Activities in Social Science: Grades 7, 8, 9.

Boise City Independent School District, Idaho.

Spons Agency—Idaho State Dept. of Education, Boise.

Pub Date 74

Note—116p.; For related documents, see CE 003 923 and CE 003 925-6

**EDRS Price MF-\$0.76 HC-\$5.70 PLUS POSTAGE**

**Descriptors**—Career Awareness, \*Career Education, \*Career Exploration, Careers, Class Activities, Curriculum Enrichment, \*Curriculum Guides, Educational Objectives, Grade 7, Grade 8, Grade 9, Jobs, \*Junior High Schools, \*Occupational Clusters, Occupational Information, Resource Materials, \*Social Studies, Social Studies Units

The career activities guide in social science, part of an Idaho State Department of Vocational Education career exploration series for grades 7, 8, and 9, is designed as supplementary material to enrich the regular curriculum. Any one activity in the guide might be used without involving any other activities. The cross-referenced index indicates grades, subject, career cluster, occupation, and, in most instances, subject concept. Performance objectives, activity situation and steps, materials, and special recommendations are outlined for the various job titles. Career clusters included are: home economics and consumer; industrial arts; arts, crafts, and humanities; business occupations; communications and media; hospitality and recreation; environmental control; personal service; manufacturing; transportation; health occupations; public service; agriculture and natural resources; marine science; marketing and distribution; construction; and miscellaneous activities. Subject concepts involve various aspects of social science such as prediction processes, advertising, cultural variations, map use, historical changes and values, geographical knowledge, undersea study, technological advancement, industrial trends, leisure, creation of new careers, adaptation to change, interrelationships of occupations, and changes of occupational requirements. (EA)

**ED 107 824 CE 003 925**

**Career Activities in Science: Grades 7, 8, 9.**

Boise City Independent School District, Idaho.  
Spons Agency—Idaho State Dept. of Education, Boise.

Pub Date 74

Note—126p.; For related documents, see CE 003 923-4 and CE 003 926

**EDRS Price MF-\$0.76 HC-\$6.97 PLUS POSTAGE**

**Descriptors**—Career Awareness, \*Career Education, \*Career Exploration, Class Activities, \*Curriculum Guides, Educational Objectives, Grade 7, Grade 8, Grade 9, Jobs, \*Junior High Schools, \*Occupational Clusters, Occupational Information, Resource Materials, Science Careers, \*Science Curriculum, Science Experiments, Science Units

The career activities guide in science, part of an Idaho State Department of Vocational Education career exploration series for grades 7, 8, and 9, is designed as supplementary material to enrich the regular curriculum. Any one activity in the guide might be used without involving any other activities. The cross-referenced index indicates grades, subject, career cluster, occupation, and, in most instances, subject concept. Performance objectives, activity situation and steps (mainly scientific experiments), materials, and special recommendations are outlined for the various job titles. Career clusters included are: home economics and consumer; industrial arts; arts, crafts, humanities; business occupations; communications and media; hospitality and recreation; environmental control; personal service; manufacturing; transportation; health occupations; public service; agriculture and natural resources; marine science; marketing and distribution; construction; miscellaneous activities. Subject concepts involve various aspects of science such as temperature, extractions of colors, water testing, blood cells and types, substance analysis, insolubles, heating, simple machines, matter changes, plant growth, energy, gravity, weighing, power, air pollution, and weather bureau services. (EA)

**ED 107 825 CE 003 926**

**Career Activities in Mathematics: Grades 7, 8, 9.**

Boise City Independent School District, Idaho.  
Spons Agency—Idaho State Dept. of Education, Boise.

Pub Date 74

Note—153p.; For related documents, see CE 003 923-5

**EDRS Price MF-\$0.76 HC-\$8.24 PLUS POSTAGE**

**Descriptors**—Career Awareness, \*Career Education, \*Career Exploration, Careers, Class Ac-

tivities, Curriculum Enrichment, \*Curriculum Guides, Educational Objectives, Grade 7, Grade 8, Grade 9, Jobs, \*Junior High Schools, Mathematical Applications, Mathematical Concepts, \*Mathematics, \*Occupational Clusters, Occupational Information, Resource Materials

The career activities guide in mathematics, part of an Idaho State Department of Vocational Education career exploration series for grades 7, 8, and 9, is designed as supplementary material to enrich the regular curriculum. Any one activity in the guide might be used without involving any other activities. The cross-referenced index indicates grades, subject, career cluster, occupation, and, in most instances, subject concept. Performance objectives, activity situation and steps (mainly situational mathematical problems), materials, and special recommendations are outlined for the various job titles. Career clusters included are: home economics and consumer; industrial arts; arts, crafts, and humanities; business occupations; communications and media; hospitality and recreation; environmental control; personal service; manufacturing; transportation; health occupations; public service; agriculture and natural resources; marine science; marketing and distribution; construction; and miscellaneous activities. Subject concepts involve various aspects of science such as fractions, ratios, decimals, equivalent values, ruler measurements, proportions, metric system, percentages, chart reading, scientific notation, exponents, geometry, cost formulas, graph relations, and weights and heights. (EA)

**ED 107 826 CE 003 927**

**Career Education Curriculum Guides: Unit I and Unit II for Grades K-3; Grades 4-6.**

Lee's Summit R-7 School District, Mo.

Pub Date 74

Note—157p.; Copyrighted instructional materials have been removed

**EDRS Price MF-\$0.76 HC-\$8.24 PLUS POSTAGE**

**Descriptors**—Career Choice, \*Career Education, \*Curriculum Guides, Decision Making Skills, Educational Objectives, \*Elementary Education, Goal Orientation, \*Learning Activities, Personal Interests

Two separate sections, one for grades K-3 and the other for grades 4-6, describe career education activities related to five developmental goals; the uniqueness of one's self; personal qualities and attitudes affecting careers; wide varieties of career choices; and decision making skills. Preliminary materials list 15 career clusters and also break down the developmental goals in greater detail for the two sections. Arranged in column format, the bulk of the guide treats each element of the developmental goals in terms of activities and their related resource materials and comments. Examples, forms, and resource sheets are included throughout the guide. (MDW)

**ED 107 827 CE 003 928**

**Career Education K-6.**

Lawrence Unified School District 497, Kans.

Pub Date [73]

Note—127p.

**EDRS Price MF-\$0.76 HC-\$6.97 PLUS POSTAGE**

**Descriptors**—\*Career Awareness, \*Career Education, Community Characteristics, Community Resources, Consumer Economics, Cultural Differences, \*Curriculum Guides, \*Elementary Education, Family Life, Global Approach, Individual Development, Resource Materials, Social Studies

The elementary level career education instructional materials are arranged by grade level. Separate sections are devoted to each level and include an overview of the curriculum with objectives, activities, and resources (speakers, on-site visits, audio visuals, books, and kits) for each subject area covered. Emphasizing career awareness, each section's objectives deal with the world of work and character development. Subject areas for the kindergarten level cover family, community, and self. In the first grade, expanding emphases are applied to country, school, families and community, map and globe use, transportation, Washington, D.C., and great Americans. Grade two stresses neighborhood interdependence, and national communities (historical, military, apple growing, forest growing, steel making, and rural). The making of America and the metropolitan community are topics treated in

grade three, while agriculture and the land, industry and man, and mass production are studied in grade four. Four world views (ancient, Greek and Roman, medieval, and Middle East) are considered in fifth grade, while western expansion, new world and Eurasian cultures, the industrial revolution, and Latin America are examined at the sixth grade level. Consumer economics is discussed at appropriate complexity levels beginning with second grade. Not all resource information is complete. Three brief appendices list: additional activities and two forms. (MDW)

**ED 107 828 CE 003 929**

**Cluster: Carpentry. Course: Carpentry. Research Project.**

Sanford - Lee County Schools, N.C.

Note—502p.; Product of Sanford Central High School

**EDRS Price MF-\$0.92 HC-\$26.02 PLUS POSTAGE**

**Descriptors**—\*Building Trades, Cabinetmaking, \*Carpenters, Course Objectives, Course Organization, Finishing, Hand Tools, Individualized Programs, Industrial Arts, \*Instructional Materials, Learning Activities, Secondary Education, Sequential Programs, \*Study Guides, Supplementary Textbooks, Trade and Industrial Education, \*Unit Plan

The course on carpentry is divided into 14 sequential units, with several task packages within each, covering the following topics: carpentry hand tools; portable power tools; working machine tools; lumber; fasteners and adhesives; plans, specifications, and codes for houses; footings and foundations for a house; household cabinets; floor framing for a house; wall framing for a house; competencies and skills of roof framing for a house; installing exterior wall finishes including windows and door units; installation of ceilings, wall and floor coverings; and the final section, Unit 14, centering around the installing of interior trim, doors, and door hardware. Each unit includes a rationale, general and specific objectives, and a brief description of the learning activities to be supervised by an instructor and provide learning practice. Each activity or task package is organized under the headings of: prerequisites, rationale, objectives, learning activity, and learning practice and is keyed to supplementary audiovisual and textual materials. Successful completion of the required activities is usually necessary in order to progress to the next unit. (JB)

**ED 107 829 CE 003 930**

**Cluster: Clerical. Course: Typing. Research Project.**

Sanford - Lee County Schools, N.C.

Note—172p.; Product of Sanford Central High School

**EDRS Price MF-\$0.76 HC-\$8.24 PLUS POSTAGE**

**Descriptors**—Course Objectives, Individualized Programs, \*Instructional Materials, Office Occupations Education, Secondary Education, Sequential Programs, \*Study Guides, \*Typewriting, \*Unit Plan

The course contains rationales, objectives, and learning activities divided into task packages for a sequence of 12 typewriting units for the secondary school level. Unit one on the keyboard covers techniques, machine parts, spacing after punctuation and keyboard symbols, and proofreading and erasing. Unit two on typing essentials covers horizontal and vertical spacing, and word division. Unit three covers centering and simple tabulation. Unit four covers business and personal letters. Unit five consists of a summary project of various problem exercises. Unit six on term papers covers outlines, unbound themes with footnotes, and left-bound term papers. Unit seven covers numbers rules and capitalization. Unit eight on business letters covers modified block style letters and block style letters. Unit nine covers tabulation. Unit ten covers punctuation. Unit 11 covers business forms and special letter correspondence. Unit 12 on personal typing problems covers job applications and duplication. (JR)

**ED 107 830 CE 003 931**

**Cluster: Metals. Course: Machine Shop. Research Project.**

Sanford - Lee County Schools, N.C.

Note—507p.; Product of Sanford Central High School

**EDRS Price MF-\$0.92 HC-\$26.02 PLUS POSTAGE**

Descriptors—Course Objectives, Individualized Programs, \*Instructional Materials, Learning Activities, \*Machinists, Metal Working Occupations, Secondary Education, Sequential Programs, \*Shop Curriculum, \*Study Guides, Supplementary Textbooks, Task Performance, \*Unit Plan

The set of 13 units is designed for use with an instructor in actual machine shop practice and is also keyed to audio visual and textual materials. Each unit contains a series of task packages which specify prerequisites within the series (minimum is Unit 1); provide a narrative rationale for learning; list both general and specific objectives in terms of standards of performance; outline learning activities to be supervised by an instructor; and provide learning practice. Drawings illustrate the text wherever necessary, and occasional reference is given to materials for review or supplementary information. The units are: (1) measuring devices; (2) benchwork; (3) power saws; (4) drill press operations; (5) hand and drill bit grinders; (6) engine lathe (in two parts); (7) horizontal milling machine operations; (8) vertical milling machine operations; (9) surface grinder operations; (10) shaper operations; (11) sheet metal; (12) oxy-acetylene welding; and (13) arc welding. (MDW)

**ED 107 831 CE 003 932**

Cluster: Masonry. Course: Bricklaying. Research Project.

Sanford - Lee County Schools, N.C.  
Note—485p.; Product of Sanford Central High School

**EDRS Price MF-\$0.92 HC-\$24.75 PLUS POSTAGE**

Descriptors—\*Bricklaying, Building Trades, Individualized Programs, Instructional Aids, Instructional Materials, Learning Activities, Manuals, Secondary Education, \*Sequential Programs, Skilled Occupations, \*Study Guides, Supplementary Textbooks, \*Trade and Industrial Education, \*Unit Plan

Twenty illustrated booklets, each representing one unit of learning, comprise the student's guide to an individualized course in bricklaying, in the occupational cluster of masonry. The guide was developed for a research project in a North Carolina high school, and is intended for use in conjunction with several textbooks and a series of slide/tape packages. The textbooks and tape script are not included in the document. The booklets range in length from 5 to 45 pages, each providing the unit's title, rationale, objectives, and the unit's task packages. There may be from one to nine task packages in each unit. A task package includes title, prerequisites, a rationale, a specific behavioral objective, learning activities, and learning practice. Learning activities are assignments in the textbooks and audiovisual packages; the student's attention is directed to specific content in an informal and sometimes humorous style. Learning practice is related to those assignments and takes the form of pencil and paper exercises or directions for hands-on experience to be supervised by the instructor at the student's request. All the task packages in a given unit must be completed successfully before the student can progress to another unit; the units are not necessarily sequential. (AJ)

**ED 107 832 CE 003 933**

Cluster: Drafting. Course: Basic Technical Drafting. Research Project.

Sanford - Lee County Schools, N.C.  
Note—199p.; Product of Sanford Central High School; For other Drafting Courses, see CE 003 934-5

**EDRS Price MF-\$0.76 HC-\$9.51 PLUS POSTAGE**

Descriptors—Course Objectives, \*Drafting, Individualized Programs, Industrial Arts, \*Instructional Materials, \*Learning Activities, Sequential Programs, \*Study Guides, Supplementary Textbooks, Task Performance, Technical Illustration, Trade and Industrial Education, \*Unit Plan

The set of six units is designed for use with an instructor in basic technical drafting and is also keyed to other texts. Each unit contains several task packages specifying prerequisites, rationale for learning, objectives, learning activities to be supervised by the instructor, and learning practice. The units cover: pictorial drawing; screw

threads and fasteners; cams and gears; surface developments; drawing bar, line, and pie charts; and working drawings and shop processes. (BP)

**ED 107 833 CE 003 934**

Cluster: Drafting. Course: Architectural Drafting. Research Project.

Sanford - Lee County Schools, N.C.  
Note—177p.; Product of Sanford Central High School; For other Drafting Courses, see CE 003 933 and CE 003 935

**EDRS Price MF-\$0.76 HC-\$9.51 PLUS POSTAGE**

Descriptors—\*Architectural Drafting, Architectural Elements, Building Plans, Course Objectives, Drafting, Individualized Programs, \*Instructional Materials, \*Learning Activities, Sequential Programs, \*Study Guides, Supplementary Textbooks, Task Performance, \*Unit Plan

The sequence of 10 units is designed for use with an instructor in architectural drafting, and is also keyed to other texts. Each unit contains several task packages specifying prerequisites, rationale for learning, objectives, learning activities to be supervised by the instructor, and learning practice. The units cover: architectural lettering and timesaving devices, planning the house for everyday living, drawing a residential floor plan, foundation and footing details, wall and related detailed sections, elevation views, electrical plans, plumbing plans, mechanical plan, and schedules. (BP)

**ED 107 834 CE 003 935**

Cluster: Drafting. Course: Introduction to Technical Drafting.

Sanford - Lee County Schools, N.C.  
Note—185p.; Product of Sanford Central High School; For other drafting courses, see CE 003 933-4; Best copy available

**EDRS Price MF-\$0.76 HC-\$9.51 PLUS POSTAGE**

Descriptors—Course Objectives, \*Drafting, Individualized Programs, \*Instructional Materials, \*Learning Activities, Sequential Programs, \*Study Guides, Supplementary Textbooks, Task Performance, Technical Illustration, Trade and Industrial Education, \*Unit Plan

The set of 10 units is designed for use with an instructor as an introduction to technical drafting, and is also keyed to other texts. Each unit contains several task packages specifying prerequisites, rationale for learning, objectives, learning activities to be supervised by the instructor, and learning practice. The units cover: drafting instruments, technical lettering, applied geometric construction, draftsman's alphabet of lines, orthographic projection, dimensions and notes, sections, auxiliary views, architectural drafting, and map drafting. (BP)

**ED 107 835 95 CE 003 937**

Dowling, William D.  
Project to Train Adult Basic Education Teachers in Personalizing Instruction. Final Report.

Ohio State Univ., Columbus. Coll. of Education.

Spons Agency—Office of Education (DHEW), Washington, D.C.; School Management Inst., Inc., Worthington, Ohio.

Pub Date [Jun 74]  
Grant—OEG-0-72-1438

Note—97p.; Workshop in Personalizing Adult Basic Education (Columbus, Ohio, June 17-28, 1974); Appendix E (pages 95 through 99 of the original document) is copyrighted and therefore not available. Pages not included in pagination

**EDRS Price MF-\$0.76 HC-\$4.43 PLUS POSTAGE**

Descriptors—\*Adult Basic Education, Adult Characteristics, Adult Education, Adult Students, Bibliographies, \*Individualized Instruction, Institutes (Training Programs), Learning Laboratories, Life Style, Motivation, Nonverbal Communication, Program Planning, Readability, Reading Material Selection, Reports, Teacher Education, Teacher Programs, Teacher Role, \*Teacher Workshops

The report briefly describes the workshop in personalizing adult basic education with respect to objectives, organization, and evaluation. Contributions of resource persons to the workshop included the following papers (texts printed in full) which comprise approximately 45 pages of the report: Planning for Adult Education, William P. Miller; Individualization: The Release of Human

Potential, Martha L. King; Using Readability Formulas and Writing Materials for Appropriate Grade Levels, Joseph O'Rourke; Motivation and Life Styles of ABE Participants, James E. Carson; The Role of the Teacher in the Adult Basic Education Learning Laboratory, James W. Miller; Force Field Analysis, William D. Dowling; and Nonverbal Communication in Adult Basic Education, Charles M. Galloway. Five appendices which comprise approximately 50 pages of the report include: roster of workshop staff and resumes; roster of participants; daily schedule of activities; selected readings grouped according to learning centers, non-verbal communication, evaluation with adults, learning with adults, and reading with adults; and selected articles rewritten from a higher to a lower reading ability level. (JR)

**ED 107 836 CE 003 938**

Gloster, Emily D.

A Curriculum Study in Data Processing: Curriculum Development.

Pub Date Jul 74

Note—152p.; A Practicum presented to Nova University in partial fulfillment of the requirements of the degree of Doctor of Education

**EDRS Price MF-\$0.76 HC-\$8.24 PLUS POSTAGE**

Descriptors—\*Computer Science Education, Course Content, Course Descriptions, Courses, Curriculum Design, \*Curriculum Development, \*Curriculum Guides, Curriculum Planning, Curriculum Research, \*Data Processing, Doctoral Theses, Practicums, \*Programming, Teacher Education

Identifiers—COBOL, FORTRAN, North Carolina

The study describes a curriculum developed to train teachers to teach data processing at the high school, technical/vocational institute, or community college level, and to develop courses for undergraduate and graduate students in the fields of business administration, education, psychology, sociology, and science. A 20-page introduction deals with the setting, limitations, and organization of the study. A review of the related literature surveys general studies of data processing curricula and specific descriptions of related four-year degree programs in North Carolina. The curriculum description presents and discusses eight courses: principles of automatic data processing; FORTRAN programming; electronic data processing 1 and 2; COBOL programming; systems design and analysis; application of digital computers as an instrument for research; and automatic data processing for teachers. Two appendices comprising 50 pages include data processing courses and catalog descriptions from sample four-year institutions, and detailed course outlines covering objectives, catalog descriptions, level, prerequisites, credit and content for the eight courses. (JR)

**ED 107 837 CE 003 939**

Price, Peggy R. And Others

[Career Awareness Units. Grades K-6.]

Pitt County Schools, Greenville, N.C.

Note—245p.; Materials prepared at Bethel Middle School

**EDRS Price MF-\$0.76 HC-\$12.05 PLUS POSTAGE**

Descriptors—Behavioral Objectives, \*Career Awareness, \*Career Education, \*Curriculum Guides, Elementary Education, \*Integrated Curriculum, \*Learning Activities, Occupational Information, Resource Materials

The 13 units outline activities focusing on particular occupations and skills integrated with language arts, mathematics, science, social studies, and other areas. Unit One, for the kindergarten level, contains 11 activities centering on helpers for the home. Unit Two examines restaurant occupations through 10 activities. The six activities in Unit Three revolve around telephone occupations. In Unit Four, the 15 activities examine the construction industry. Unit Five provides 15 activities and centers on the garment industry. Unit Six, with 14 Activities, focuses on plant farming occupations. The eight activities for grade 4 in Unit Seven involve careers in flight. Thirteen activities in Unit Eight review police careers. The 10 activities in Unit Nine examine specific construction occupations (contractor, carpenter, bricklayer, painter, roofer, plumber, electrician) with an examination of homes. Unit Ten with 11 activities and resource list covers manufacturing. Unit Eleven's 11 activities and professional guide



for the elementary school examine roadbuilding. The 11 activities in Unit Twelve, transportation, include vocabulary, songs, writing skills, and occupational information. In Unit Thirteen, 10 activities examine special organs of the body. Each lesson is organized under the headings of: behavioral objectives, activities, sources and materials, and evaluation, and some include culminating activities, poems, and games. (JB)

**ED 107 838** 95 CE 003 940  
**Semiannual Report on State Research Coordinating Unit Activities for the Period January 1, 1974-June 30, 1974.**

Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C. Div. of Research and Demonstration.

Pub Date Nov 74

Note—152p.

**EDRS Price MF-\$0.76 HC-\$8.24 PLUS POSTAGE**

Descriptors—Career Education, \*Educational Research, Reports, \*Research Coordinating Units, \*Research Projects, Research Proposals, \*State Programs, \*Vocational Education

The report summarizes and lists vocational education research projects conducted by State research coordinating units (RCU) for the second six months of fiscal year 1974 under Section 131(b) of Part C of the Vocational Education Amendments of 1968. Arranged alphabetically by State, the entries list State directors of vocational education and State RCU directors; projects completed; new projects funded; research-related activities, and projects and activities planned. Most information consists of a brief statement of the project or its title, with an occasional short description; additional information may be found under the heading "new projects funded" in the Research Projects in Progress section of Abstracts of Instructional and Research Materials in Vocational and Technical Education (AIM/ARM), or as final reports in Resources in Education (RIE) and the bi-monthly issues of AIM/ARM. (MDW)

**ED 107 839** CE 003 941

Haase, Barbara T. And Others

**A Workshop on the Environments of Nursing: Theoretical Framework, Part 1. Pathways to Practice: Volume 3.**

Southern Regional Education Board, Atlanta, Ga. Nursing Curriculum Project.

Pub Date Nov 74

Note—131p.; For Volume 1, see ED 090 843; For Volume 2, see ED 097 849

**EDRS Price MF-\$0.76 HC-\$6.97 PLUS POSTAGE**

Descriptors—Curriculum Development, \*Educational Trends, Family Role, Feminism, \*Futures (of Society) Health Services, Higher Education, Institutional Role, \*Medical Education, \*Nurses, Nursing, Systems Approach

Third in a series entitled "Pathways to Practice" published by the Regional Action to Improve Curriculums in Nursing Education, the volume deals with trends in feminism, higher education, and health care and their relevance to the special needs of nursing education. Each of the working papers on these topics demonstrates the rapid transformation of traditional forms and the blurring of distinctions for organizing and perceiving reality. Working paper one, "Feminism and Nursing: How the Ethos Defines A System" explores traditional female and family roles as well as emerging role structures evolving from economic, political, and social changes. As the "insideness" of the family changes, more and more demands are placed on health care services. The second paper, "Higher Education: Trends and Tenors", focuses on the nation's nurse preparatory programs in colleges/junior colleges/universities, which comprise 65 percent of all nursing programs. Trends for diversification include: cooperative education, non-academic experience, competency-based degree programs, sub-baccalaureate programs, universities without walls, diversified graduate degrees, and more inter-institutional planning and action. The concluding paper, "The Immediate Environment of Nursing: The Changing Health Care System", examines structure-oriented and process-oriented approaches to health care within a systems theory, and changing roles of health professionals and hospitals. (10-page reference list) (EA)

**ED 107 840** 95 CE 003 942  
**Organizing Consumer and Homemaking Education Programs for Out-of-School Youth and Adults.**

Dallas Independent School District, Tex.

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.; California State Dept. of Education, Sacramento. Div. of Vocational Education.

Pub Date [74]

Contract—OEC-0-70-4453

Grant—OEG-0-72-4686

Note—57p.

Available from—Superintendent of Documents, U. S. Government Printing Office, Washington, D. C. 20402

**EDRS Price MF-\$0.76 HC-\$3.32 PLUS POSTAGE**

Descriptors—Administrator Guides, \*Adult Education, Adult Education Programs, Community Involvement, \*Consumer Education, Financial Support, Guidelines, \*Homemaking Education, Program Administration, Program Budgeting, Program Descriptions, \*Program Development, Program Guides, Program Improvement, \*Program Planning

Identifiers—Needs Assessment

Guidelines are formulated for State directors of vocational-technical education and of continuing education, State and city supervisors of consumer and homemaking education, local public school superintendents, curriculum directors, college and university teacher educators, and other leaders, to help direct program planners in the expansion of public school programs in consumer and homemaking education for out-of-school youths and adults. The introduction discusses the definition and need for continuing education in consumer and homemaking education, and opportunities for program development. The detailed guidelines for program planning cover: determination of needs, determination of program objectives and content, program development and operation, and program evaluation. Several programs are described which are utilizing new approaches in: postsecondary vocational-technical schools; pre-school parent education, public housing, community or neighborhood, and community learning centers; mobile instructional units; and in private homes. Selected references and sources of information to aid in program development are provided. The appendixes contain: a list of suggested cooperating agencies, organizations, and institutions; sample forms of contractual agreements between school district and sponsor; a funding pattern involving three agencies; and a motorized mobile instructional unit and bid specifications. (JB)

**ED 107 841** CE 003 943  
**National Apprenticeship and Training Standards for Optical Technician (Contact Lens Technician).**

Manpower Administration (DOL), Washington, D.C. Bureau of Apprenticeship and Training.

Pub Date 74

Note—21p.

**EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE**

Descriptors—\*Apprenticeships, Medical Technologists, \*Standards, \*Subprofessionals, \*Vocational Education

Identifiers—\*Optical Technicians

A statement of policy of the Contact Lens Society of America regarding contact lens filters is followed by national apprenticeship and training standards for optical technicians approved and adopted by the Contact Lens Society of America in accordance with the basic standards recommended by the Bureau of Apprenticeship and Training of the Department of Labor. The standards include sections on definitions, qualifications for apprenticeship, credit for previous experience, continuity of employment, apprenticeship agreement, term of apprenticeship, probationary period, ratio, responsibilities of apprentices, supervisor of apprentices, progress evaluation of apprentices, hours of employment, related technical instruction, certificate of completion of apprenticeship, modification of policy, recommended minimum apprentice wage scale, safety, training and educational objectives, supplemental educational courses, work-experience schedules, and related instruction. A sample apprenticeship agreement between ap-

prentice and employer and address lists for the Bureau of Apprenticeship and Training Regional Offices and State and Territorial Apprenticeship Agencies conclude the pamphlet. (NH)

**ED 107 842** CE 003 944  
**National Apprenticeship and Training Standards for Painting and Decorating and Drywall Finishing.**

Manpower Administration (DOL), Washington, D.C. Bureau of Apprenticeship and Training.

Pub Date 74

Note—36p.; Ninth edition

**EDRS Price MF-\$0.76 HC-\$1.95 PLUS POSTAGE**

Descriptors—\*Apprenticeships, \*Building Trades, Federal Legislation, \*Painting, \*Standards

The booklet presents the ninth edition of the national apprenticeship and training standards developed by the painting and decorating and drywall industry in cooperation with the Department of Labor's Bureau of Apprenticeship and Training. Provisions of national apprenticeship and training standards for painting and decorating and drywall finishing are presented in section one. Section two considers adapting the national standards to local use. Other sections describe: filing with the registration agency; cooperating agencies; Federal laws and regulations on wage determinations; joint training funds; equal employment opportunity in apprenticeship and training; and related technical instruction. Appended materials include: sample of work processes for on-the-job training; apprentice recordkeeping; sample apprentice agreements; an addendum on the Affirmative Action Program; and address lists for the Bureau of Apprenticeship and Training Regional Offices and State Apprenticeship Agencies. (NH)

**ED 107 843** CE 003 945  
**National Apprenticeship Standards for Plumbing and Steamfitting—Pipefitting.**

Manpower Administration (DOL), Washington, D.C. Bureau of Apprenticeship and Training.

Pub Date 74

Note—24p.

**EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE**

Descriptors—\*Apprenticeships, Building Trades, \*Plumbing, \*Standards, \*Vocational Education

The booklet presents national apprenticeship standards for plumbing and steamfitting—pipefitting developed by the National Joint Plumbing Apprenticeship and Journeyman Training Committee and the National Joint Steamfitter-Pipefitter Apprenticeship Committee, together with the Department of Labor. The standards cover: a definition of a local joint apprenticeship and training committee; registration of local apprentice standards, definitions of apprentice and senior apprentice, qualifications of applicants for apprenticeship, affirmative action and equal opportunity, general apprentice application procedures, apprenticeship agreement, term of apprenticeship, probationary period, credit for previous experience, related instruction for apprentices and senior apprentices, work experience, hours of work for apprentices and senior apprentices, apprentice and senior apprentice wages and advancement, supervision of apprentices, responsibilities of apprentices and senior apprentices, disciplinary action, adjusting differences, certificate of completion of training, ratio of journeymen to apprentices, accident prevention, qualification of employers, and cooperating organizations and agencies. Address lists for the Bureau of Apprenticeship and Training Regional Offices and State and Territorial Apprenticeship Agencies are appended. (NH)

**ED 107 844** CE 003 946

Nordlund, Willis J.

**Computer-Assisted Placement System.**

Utah Univ., Salt Lake City. Human Resources Inst.

Pub Date 73

Note—59p.

**EDRS Price MF-\$0.76 HC-\$3.32 PLUS POSTAGE**

Descriptors—Comparative Analysis, \*Computer Oriented Programs, Cost Effectiveness, \*Employment Services, \*Job Placement, State of the Art Reviews

Identifiers—Computer Assisted Placement, Job Banks, Job Matching Systems

## 18 Document Resumes

The detailed study deals with the basic types of computer-assisted placement mechanisms now operating as components of the United States Employment Service (USTES). Job banks receive job orders, organize, edit, and display; job-matching systems perform similar functions but in addition attempt to screen and match jobs and job applicants. The first section of the document focuses on a comparison of the characteristics, strengths and weaknesses, and current status of the two concepts. Activity and cost data for several job banks and job-matching systems are surveyed, with supporting data, with reference to placement speed, speed of placement by occupational groups, wage distribution of employment service placements, job bank and the unemployment rate, and cost analysis and cost comparisons. A detailed discussion of critical issues pertaining to computer-assisted placement as a component within the USTES is followed by a survey of the current state of the art, relating to technology, funding, the absence of an adequate descriptor system, psychological reactions to computerization, and problems relating to programming. The document concludes with a discussion of five recommendations. (SA)

**ED 107 845** CE 003 947  
Hearings before the Ad Hoc Committee on Maritime Education and Training of the Committee on Merchant Marine and Fisheries, Ninety-Third Congress, Second Session on Officer Requirements, and Session on Maritime Education Regarding Safety at Sea. Serial No. 93-44.

Congress of the U.S., Washington, D.C. House Committee on Merchant Marine and Fisheries. Pub Date 74

Note—110p.; The graphs will not reproduce in microfiche

**EDRS Price MF-\$0.76 HC-\$5.70 PLUS POSTAGE**

Descriptors—Educational Legislation, Educational Programs, Employment Projections, Federal Legislation, Fisheries, Manpower Needs, \*Officer Personnel, \*Safety, \*Seamen, \*Training, \*Vocational Education  
Identifiers—\*Maritime Education, Merchant Marine

The publication consists of Congressional hearings before the Ad Hoc Committee on Maritime Education and Training: (1) June 26, 1974 hearing pertaining to officer requirements and (2) November 19, 1974 hearing on maritime education regarding safety at sea. Estimated cost per graduate for the U. S. Merchant Marine 1973 class was \$31,100. Supply and demand projections for 1974-84 are listed for deck and engine officers in the U. S. Merchant Marine as well as coverage of National Maritime Research Center Projects. Material supplied by the Coast Guard includes: a status report on the Merchant Marine licensing examination program, maritime training of individuals involved in violations, report of Merchant Marine investigations and hearings, seamen's employment analysis, source of officers, course subjects for deck officers, and training improvements. (Author/EA)

**ED 107 846** 88 CE 003 948  
Career Orientation and Exploration: Lesson Plans for Grades Eight and Nine.

Doniphan R-1 School District, Mo.  
Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.; Missouri State Dept. of Education, Jefferson City.

Pub Date Aug 73

Note—240p.; Product of Current River Area Vocational School

**EDRS Price MF-\$0.76 HC-\$12.05 PLUS POSTAGE**

Descriptors—Career Awareness, Career Choice, \*Career Education, Career Planning, \*Class Activities, \*Classroom Materials, Course Content, Educational Resources, \*Grade 8, \*Grade 9, Learning Activities, \*Lesson Plans, Occupational Information, Secondary Education, Self Concept, Self Evaluation, Student Projects, Teacher Developed Materials, Teaching Methods, \*Work Attitudes  
Identifiers—Elementary Secondary Education Act Title III, ESEA Title III

Nineteen units of lesson plans for teaching career orientation and exploration to students in grades 8 and 9 stress positive attitudes, self-knowledge, occupational information, and basic

career skills; topics range from world-of-work orientation, self-appraisal, and occupational clusters to tentative career choice, job application, and career advancement. Lesson plans designed to achieve a unit's objectives are presented in brief outlines which sometimes suggest teaching methods and student activities and sometimes offer only a list of concepts or facts to be developed. Some units include a list of resources and supplementary projects; in others, the resources, such as filmstrips, are incorporated into the lesson plans. In some units, no resources are mentioned. Learning activities range from role playing, guest speakers, and panel discussions to chanting verses, composing slogans, and making visual aids to emphasize positive thinking; lecture, discussion, and paper-and-pencil exercises are most often prescribed, however. Personality traits of friendliness, neatness, and loyalty are stressed. The document includes copious supplementary materials ranging from elementary to moderately sophisticated, such as visual aids and self-tests, and hand-outs which include fact sheets and personal inventories and checklists. Vocabulary and spelling lists and pre- and post-tests are appended. (AJ)

**ED 107 847** CE 003 949  
Vocational Education Amendments of 1974; Hearings before the General Subcommittee on Education of the Committee on Education and Labor, House of Representatives, Ninety-Third Congress, Second Session. H. R. 14454.

Congress of the U.S., Washington, D.C. House Committee on Education and Labor.

Pub Date 75

Note—1,273p.; Some of the Exhibits will not reproduce in microfiche

**EDRS Price MF-\$2.18 HC-\$64.12 PLUS POSTAGE**

Descriptors—\*Educational Legislation, Educational Needs, Educational Objectives, Educational Planning, Educational Problems, Educational Programs, Federal Aid, \*Federal Legislation, \*Vocational Education  
Identifiers—\*Vocational Education Amendments of 1974

The document contains the verbatim reports of nine hearings held on H. R. 14454, the bill to extend the authorization of appropriations for the Vocational Education Act of 1963 until Fiscal Year 1980, including the full texts of all prepared statements and exhibits of various kinds. The statements were made by a wide variety of people, including State and local school superintendents; program directors and teachers from all branches of vocational education, special education, Indian education, and other areas; vocational teacher educators; and representatives from State departments of education, student organizations, the farm bureau, State and national advisory councils, various professional organizations and businesses, and students involved in correctional education programs. Some statements are of considerable length and contain detailed information about State, local, and special programs. A 116-page section is devoted to a draft of legislative proposals for vocational education based on a study carried out by the American Vocational Association and a 101-page section contains exhibits presented by the American Association of Community and Junior Colleges. The annual reports of the State Advisory Councils on Vocational Education are summarized and the text of H. R. 14454 is included. (SA)

**ED 107 848** CE 003 950  
Career Education: Articulation: Grades K-12.

Cortland-Madison Board of Cooperative Educational Services, Homer, N.Y.

Pub Date 74

Note—30p.; For related documents, see CE 003 951-8

**EDRS Price MF-\$0.76 HC-\$1.95 PLUS POSTAGE**

Descriptors—\*Articulation (Program), \*Career Education, Educational Planning, Elementary Secondary Education, \*Program Development, \*Program Guides, \*Program Planning, School Community Relationship  
Identifiers—Board of Cooperative Educational Services, BOCES, New York

The first in a series of nine career education guides covers the planning and implementation of an articulated career education program. The unit provides a means for articulating the total career education concept in grades K-12 by use

of an integrated council. It lists career education goals with respect to general objectives and specific grade levels. It discusses a tri-regional, regional and district basis of organizing career education, and details the makeup of the Career Education Coordinating Council at the local level. It examines the responsibilities of the various coordinating units present on the Council: the tri-Board of Cooperative Educational Services (BOCES) regional career education director; the tri-BOCES materials center; school representatives; students; parents; BOCES occupational center representatives; business, industry, and organized labor; local colleges and technical schools; government; and other community groups. It discusses objectives and techniques of articulation within the school, between schools, and between the school and the community. A one-page appendix presents an organizational format for recruiting resource personnel. (JR)

**ED 107 849** CE 003 951

Career Education: [Social Studies K-4.]

Cortland-Madison Board of Cooperative Educational Services, Homer, N.Y.

Pub Date 74

Note—115p.; For related documents, see CE 003 950 and CE 003 952-8

**EDRS Price MF-\$0.76 HC-\$5.70 PLUS POSTAGE**

Descriptors—Career Awareness, \*Career Education, \*Curriculum Guides, Elementary Education, Instructional Materials, Integrated Curriculum, \*Learning Activities, Resource Materials, \*Social Studies Units, Unit Plan

The second in a series of nine career education guides includes four social studies units for the K-4 level. In general, each of the units discusses goals, objectives, and career elements, and provides a wide variety of unit activities (including puzzles, games, and arts and crafts projects), a multimedia bibliography, and a teacher evaluation form. Part one (K-3) deals with community helpers; part two (K-3) with the wool making process; part three (K-3) with the process by which milk goes from the cow to the consumer; and part four (grades 3-4) with money. (JR)

**ED 107 850** CE 003 952

Career Education: Grades 4-6.

Cortland-Madison Board of Cooperative Educational Services, Homer, N.Y.

Pub Date 74

Note—158p.; For related documents, see CE 003 950-1 and CE 003 953-8

**EDRS Price MF-\$0.76 HC-\$8.24 PLUS POSTAGE**

Descriptors—Career Awareness, \*Career Education, \*Curriculum Guides, Elementary Education, Instructional Materials, Integrated Curriculum, \*Learning Activities, Resource Materials, \*Social Studies Units, Unit Plan

The third of a series of nine career education guides includes four social studies units for grades 4-6. Part one, famous Americans from Plymouth Rock to Tranquility Base, includes goals, objectives, skills to be taught or reviewed, lists of famous Americans in the fields of science and medicine, inventions, sports, religion, politics, literature, art, music, and civil rights, and suggests general and specific activities and selected student written exercises and puzzles. Part two (on birds and bird house construction), part three (on behind-the-scenes activities of a supermarket), and part four (on careers in journalism), contain statements of goals, objectives, and skills to be taught or reviewed, and suggest a wide variety of activities (including puzzles, games, and arts and crafts projects). In addition, part four lists careers in journalism and provides evaluation and test materials for the various grades. (JR)

**ED 107 851** CE 003 953

Career Education: Total Awareness: Grade-Jr. High.

Cortland-Madison Board of Cooperative Educational Services, Homer, N.Y.

Pub Date 74

Note—35p.; For related documents, see CE 003 950-2 and CE 003 954-8

**EDRS Price MF-\$0.76 HC-\$1.95 PLUS POSTAGE**

Descriptors—Career Awareness, \*Career Education, \*Curriculum Guides, \*Environmental Education, Identification (Psychological), Instructional Materials, \*Interpersonal Relation-

ship, Learning Activities, Peer Relationship, Resource Materials, \*Self Concept, Unit Plan

The fourth in a series of nine career education guides is a unit plan on total awareness for the junior high school level which presents goals, objectives, and numerous and various activities for four major awareness areas: environment, peers and others, self, and careers. It includes a four-page bibliography of books, workbooks and films; eight pages of appended student self-evaluation materials; and a two-page teacher unit evaluation form. (JR)

**ED 107 852** CE 003 954  
Thompson, Roxanne

**Career Education: Profile, Junior-Senior High.**  
Cortland-Madison Board of Cooperative Educational Services, Homer, N.Y.

Pub Date 74

Note—23p.; For related documents, see CE 003 950-3 and CE 003 955-8

**EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE**

**Descriptors**—\*Career Awareness, Career Choice, \*Curriculum Guides, Independent Study, Instructional Materials, Junior High Schools, Learning Activities, \*Occupational Choice, \*Personality Assessment, Resource Materials, Secondary Education, Self Concept, \*Self Evaluation, Unit Plan, Vocational Development

The fifth in a series of nine career education guides is a student career profile for the junior and senior high school level designed to help students decide where their career interests lie and what preparation such careers require. It contains personality assessment forms and preference questionnaires, and several blank forms for correlating students' traits and preferences with various occupations, and for exploring job duties and skill requirements. It also includes a unit evaluation form for teachers. (JR)

**ED 107 853** CE 003 955  
Thompson, Roxanne

**Career Education: World of Work: Junior-Senior High.**

Cortland-Madison Board of Cooperative Educational Services, Homer, N.Y.

Pub Date 74

Note—10p.; For related documents, see CE 003 950-4 and CE 003 956-8

**EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE**

**Descriptors**—\*Career Awareness, \*Career Choice, \*Career Exploration, \*Curriculum Guides, Instructional Materials, Junior High Schools, Secondary Education, \*Vocational Development

The sixth in a series of nine career education guides provides a brief general description of skills, training, and employment opportunities in the world of work for the junior and senior high school level. It also includes a page of questions and activities related to the descriptive text. (JR)

**ED 107 854** CE 003 956

**Career Education: Grades 7-12.**

Cortland-Madison Board of Cooperative Educational Services, Homer, N.Y.

Pub Date 74

Note—88p.; For related documents, see CE 003 950-5 and CE 003 957-8

**EDRS Price MF-\$0.76 HC-\$4.43 PLUS POSTAGE**

**Descriptors**—\*Career Awareness, \*Career Education, Community Health, \*Curriculum Guides, Health Education, Health Occupations Education, Instructional Materials, Integrated Curriculum, Junior High Schools, Language Instruction, \*Learning Activities, Occupational Clusters, Resource Materials, Science Careers, \*Science Materials, Secondary Education, Unit Plan

The seventh in a series of nine career education guides contains four unit plans for grades 7-12. In general each unit presents goals, objectives, measuring devices, activities, instructional materials or resources, careers appropriate to the unit, a multimedia bibliography, and a unit evaluation form for teachers. Part one is a foreign language unit which also includes appendices on the classroom teacher's planning cycle for career awareness in foreign language instruction, and an article entitled "Foreign Languages for Everyone: Communication and Vocation" reprinted from the FLACS newsletter. Part two is a science unit on careers in science, health, agribusiness, and

environmental fields related to genetics. Part three is a unit on health careers which focuses on community health assisting. Part four is a science and health unit on living space and its effect on individuals' lives. (JR)

**ED 107 855** CE 003 957

**Career Education: [Junior High.]**

Cortland-Madison Board of Cooperative Educational Services, Homer, N.Y.

Pub Date 74

Note—158p.; For related documents, see CE 003 950-6 and CE 003 958

**EDRS Price MF-\$0.76 HC-\$8.24 PLUS POSTAGE**

**Descriptors**—\*Career Awareness, Career Choice, \*Career Education, Commercial Art, \*Curriculum Guides, Foreign Countries, Industrial Arts, Instructional Materials, Integrated Curriculum, Junior High Schools, Language Arts, \*Learning Activities, Mathematics Materials, Printing, Resource Materials, Science Materials, \*Social Studies Units, Unit Plan

**Identifiers**—Peoples Republic of China

The eighth in a series of nine career education guides contains six unit plans for grades 7-9. In general each unit presents goals, objectives, measuring devices, activities, instructional materials or resources, careers appropriate to the unit, a multimedia bibliography, and a unit evaluation form for teachers. Part one is a science unit which deals with careers related to nuclear energy. Part two is a mathematics unit which covers probability and statistics for everyday living, and their relationship to various career clusters. Part three is a language arts and communication unit which deals with advertising. Part four is social studies unit which covers career motives. Part five is a life and career arts unit on printing which contains the following mini-course packets: relief printing on paper and fabrics, ceramics printing, imprinted foods, tie-dyeing, and industrial and graphic arts. Part six is a social studies unit on the People's Republic of China. (JR)

**ED 107 856** CE 003 958

**Career Education: [Senior High.]**

Cortland-Madison Board of Cooperative Educational Services, Homer, N.Y.

Pub Date 74

Note—270p.; For related documents, see CE 003 950-7

**EDRS Price MF-\$0.76 HC-\$13.32 PLUS POSTAGE**

**Descriptors**—American History, Business Education, \*Career Awareness, \*Career Education, \*Curriculum Guides, Instructional Materials, Integrated Curriculum, \*Learning Activities, Mathematics Materials, Resource Materials, Science Materials, Secondary Education, \*Social Studies Units, Unions, Unit Plan

The last in a series of nine career education guides contains seven unit plans for grades 9-12. In general each unit presents goals, objectives, measuring devices, activities, instructional materials or resources, careers appropriate to the unit, a multimedia bibliography, and a unit evaluation form for teachers. Part one is a social studies unit which contains 15 modules covering social deviation; American, Asian, European, and African studies; and sociology. Part two is a physical science unit on radio communication. Part three is an American history unit on U. S. and world affairs. Part four is a mathematics unit which focuses on business and consumer mathematics with respect to money. Part five is a social studies unit on the European Renaissance which deals with changes in art, science, and literature brought about by the revival of commerce during the Renaissance. Part six is a social studies mini-unit on the how and why of joining unions. Part seven is a general business unit containing modules on finance, insurance, communications, and transportation, each with more detailed resources than the other units. (JR)

**ED 107 857** 95 CE 003 960

Oakes, Imogene E.

**Participation in Adult Education: Final Report, 1969.**

National Center for Educational Statistics (DHEW/OE), Washington, D.C.

Report No.—75-165

Pub Date 74

Note—146p.; The typeface in some tables is too small to reproduce

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock Number 1780-01374, \$2.95)

**EDRS Price MF-\$0.76 PLUS POSTAGE. HC Not Available from EDRS.**

**Descriptors**—\*Adult Education, Adult Education Programs, Adult Students, Data Collection, Educational Finance, \*National Surveys, \*Participant Characteristics, Statistical Surveys, \*Tables (Data)

The Adult Education Survey, a supplement to the Bureau of the Census Current Population Survey for May 1969, which recorded course information for the 13,041,000 adults age 17 and over (10.0 percent of the adult population of the U.S.) who during the previous 12 months had participated in adult education, provided the data on which the report is based. The report presents and discusses 35 tables arranged in seven sections, progressing from general to specific, which correlate socioeconomic data with adult education data. Section one describes the characteristics of the adult population of the nation. Section two reveals the extent of individual participation in adult education. Section three presents characteristics of participants as related to aspects of adult education. Section four compares adult education aspects with each other. Section five recombines critical information about participants and their adult education. Section six provides insights into specific concerns of adult educators. Section seven compares classifications assigned to activities by coders and those selected by participants. Six bar charts are included, as are five appendices containing a glossary, selected references, sample selection and standard error information, demographic questions, and the adult education survey instruments. (Author/JR)

**ED 107 858** CE 003 962

Kemp, Louie E., Comp.

**The Inside Story [Learning Packages for Exploratory Career Education—7th and 8th Grades: Teacher and Student Editions.]**

Mississippi Research Coordinating Unit for Vocational-Technical Education, State College.

Spons Agency—Mississippi State Dept. of Education, Jackson. Div. of Vocational and Technical Education.

Pub Date 72

Note—144p.

Available from—Research and Curriculum Unit, Drawer DX, Mississippi State, Mississippi 39762 (\$1.00 each edition, Home Economics Publication Nos. 6001-6008)

**EDRS Price MF-\$0.76 HC-\$6.97 PLUS POSTAGE**

**Descriptors**—\*Career Education, \*Career Exploration, Child Care, Course Content, Course Objectives, Curriculum Guides, Dietitians, \*Instructional Materials, Junior High Schools, Nursing, Resource Materials, \*Resource Units, Secondary Education, Sewing Instruction, \*Teaching Guides

The four learning packages for exploratory career education are designed for use at the seventh and eighth grade levels. Each unit includes coordinated teacher and student editions. The units are: Culinary Cuts, focusing on occupations in the areas of food management, production, and services, with special reference to dietitians; Mini Nursery, focusing on child care related occupations, with special reference to the tasks and responsibilities of a baby-sitter; Polka Dots, focusing on home and institutional management and supportive services, with special reference to nursing; and Gift Boutique, focusing on clothing and interior decorating occupations, with special references to use of the sewing machine. Step-by-step instructional procedures, pre- and posttests, scripts for tapes, and instruction sheets follow the statement of purpose and objectives and general instructions in each teacher edition. The student editions contain pretests, personal inventories, and lesson plans. Additional resources are suggested. (SA)

**ED 107 859** CE 003 964  
**A Career Education Curricular Model for Junior High School Students.**

Caesar Rodney School District, Camden-Wyoming, Del.

Pub Date [73]

Note—196p.

**EDRS Price MF-\$0.76 HC-\$9.51 PLUS POSTAGE**



Descriptors—\*Career Awareness, \*Career Education, \*Curriculum Guides, Education, Educational Objectives, Grade 7, Grade 8, \*Integrated Curriculum, Junior High Schools, Learning Activities, Resource Materials, Special Education, \*Units of Study (Subject Fields)

The goals of career education at the junior high school level are self-knowledge and an awareness of the occupational world. The curriculum guide provides an integrated approach to career instruction. The introduction presents major objectives for the program and key concepts for career education. An overview of grade 8 lesson guides presents the major objectives for each subject. The 33 activities for grade 8 are divided into the major curriculum areas of: art, English, health and physical education, home economics, industrial arts, mathematics, science, social studies, and special education. The overview of grade 7 lesson guides introduces the 31 activities that cover English, home economics, industrial arts, mathematics, science, and social studies. Each lesson is organized under the major headings of: general purpose and pupil objectives, and the subheadings of: techniques, materials, evaluation, and unit reference. Handouts and sample forms supplement several lessons. Appendix A consists of the occupational clusters that are utilized. Appendix B lists related occupations in each cluster. Appendix C provides a suggested outline for speakers or reports. Appendix D is a resource list, and Appendix E contains suggestions for field trips. Appendix F gives sample test items, and Appendix G lists pre-recorded tapes. (JB)

ED 107 860

CE 003 965

Wilson, Michael

Job Analysis for Human Resource Management: A Review of Selected Research and Development. Manpower Research Monograph No. 36.

Manpower Administration (DOL), Washington, D.C.

Pub Date 74

Note—87p.

Available from—Superintendent of Documents, U. S. Government Printing Office, Washington, D. C. 20402 (Stock Number 2900-00224, \$1.50)

EDRS Price MF-\$0.76 HC-\$4.43 PLUS POSTAGE

Descriptors—Employment Qualifications, Human Resources, \*Job Analysis, Job Training, Literature Reviews, \*Management Systems, \*Manpower Development, \*Personnel Management, \*Reports, Skill Analysis, State of the Art Reviews, Task Analysis, Task Performance, Training Objectives, Vocational Education, Work Simplification

The report summarizes the various job analysis techniques that have been developed, discusses their applications to selected human resource management activities, and suggests priorities for further research and developmental work. The introduction defines job analysis and discusses the applications of job analysis data, and the structure of the report. Chapter two introduces the major job analysis methodologies. Chapter three summarizes several individual projects employing job analysis for human resource management purposes and their goals, objectives, major methodological characteristics, and significant results. Chapter four deals with four applications of job analysis data - job restructuring, education and training, qualifications examining, and performance evaluation and the findings and procedures of several research efforts described in the two preceding chapters. Chapter five covers some of the critical aspects of a job analysis and presents a poll regarding the Manpower Management Institute's job analysis training session. Chapter six discusses several major issues in job analysis and presents recommendations for future priorities in research and development. Appendices A and B discuss task descriptions and scales for analyzing data. Appendix C contains mailing addresses of the researchers discussed in the report. Appendix D consists of a list giving bibliographic information on projects. A bibliography concludes the report. (Author/JB)

ED 107 861

CE 003 966

Hoyt, Kenneth B.

Career Education and the Teaching/Learning Process.

Pub Date 17 Mar 75

Note—14p.; Remarks prepared for presentation at the American Society for Curriculum Development Convention (New Orleans, Louisiana, March 17, 1975)

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—\*Career Education, Educational Assessment, Educational Needs, \*Educational Objectives, Educational Programs, \*Effective Teaching, Integrated Curriculum, Learning Processes, \*Motivation Techniques, Relevance (Education), Reports, \*Student Teacher Relationship, Teacher Role

Major changes are involved in the teaching/learning process in career education and the classroom teacher is of key importance. Emphasis must be placed on: (1) the rationale for career education in the classroom; (2) the use of career implications of subject matter as motivational devices; (3) implications of expanding the parameters of the teaching/learning process; and (4) implications of career education for the philosophy of teaching. To successfully prepare students for future careers, the two major objectives are: (1) to increase relationships between education and work and the ability of individuals to understand and capitalize on these relationships; and (2) to increase the personal meaning and meaningfulness of work in the total lifestyle of each individual. Both of these objectives call for the integration of the classroom and the community and for the development of educational strategies for reducing student alienation. Career education urges student accomplishment and brings relevance to the classroom experience. The working relationship between the teacher, student and resource persons who supplement the classroom material are of utmost importance. The development of the students' self-concepts and the teacher's interest in students' career aspirations are vital for effective teaching. (Author/JB)

ED 107 862

95

CE 003 967

Glyde, Gerald P. And Others

Underemployment: Definition, Causes, and Measurement: Final Report.

Pennsylvania State Univ., University Park. Inst. for Research on Human Resources.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date Jan 75

Contract—NIE-C-74-0137

Note—149p.

EDRS Price MF-\$0.76 HC-\$6.97 PLUS POSTAGE

Descriptors—Definitions, Economic Factors, \*Economic Research, Educational Policy, \*Human Resources, Labor Economics, Labor Market, \*Manpower Utilization, Measurement Techniques, Skills, Talent Utilization, \*Underemployed

Identifiers—AID, Automatic Interaction Detector, Project TALENT

The objectives of the report on underemployment are to define underemployment precisely and to explore some implications of that definition, to identify the significant causes of underemployment as defined, to investigate measurement issues related to the definition, and to make recommendations on the basis of the findings that will assist in policy decisions aimed at reducing underemployment. Chapter 1 provides the rationale and objectives of the study. Chapter 2 discusses labor markets, human capital, and underemployment. Chapter 3 details a comprehensive definition of underemployment—a definition which focuses on the degree of skill utilization in work rather than on unemployment. Chapter 4 seeks to identify and discuss some probable causes of underemployment as defined in the previous chapter. Chapter 5 examines alternative means of estimating the level and character of underemployment as defined in the study. Chapter 6 provides general, empirically-oriented recommendations, and some additional suggestions which are education policy-oriented, for policy action aimed at reducing the underemployment of human resources. An overview of Project TALENT, a nine-page bibliography, and a description of the Pennsylvania State University's Institute for Research on Human Resources and a list of its publications conclude the document. (NH)

ED 107 863

CE 003 968

WECEP [Work Experience and Career Exploration Program] Guide: A Curriculum Guide.

Illinois State Board of Vocational Education and Rehabilitation, Springfield. Div. of Vocational and Technical Education.

Pub Date [74]

Note—319p.

EDRS Price MF-\$0.76 HC-\$15.86 PLUS POSTAGE

Descriptors—Bibliographies, Career Education, \*Cooperative Education, \*Curriculum Guides, Experimental Curriculum, Job Application, Personal Growth, \*Potential Dropouts, Resource Materials, Secondary Education, Self Actualization, Work Experience, \*Work Experience Programs

Identifiers—\*WECEP, Work Experience and Career Exploration Program

WECEP, a cooperative education program for 14- and 15-year-old potential dropouts in either elementary or high school grades, provides work experience in jobs approved by Federal and State laws. The guide is intended for use as a resource for teacher-coordinators of local WECEP programs and supplements another Illinois Division of Vocational and Technical Education publication, An Articulated Guide for Cooperative Occupational Education. The first section presents brief outlines of: the rationale of the programs, planning local programs, roles of teacher-coordinators, community relations, and the need for career education. The second and largest section contains units of study (understanding yourself, how to get a job, career planning, and career fields arranged by clusters). Each lesson includes teaching concepts, activities, and resource materials, and some lessons provide additional information or exercises. An extensive bibliography of current reference materials in all media, arranged by subject areas and source, and a shorter list of evaluation materials comprise the third section. The final section, an appendix, reproduces tax and social security forms, employment applications, sample letters, and legislation affecting WECEP. (MDW)

ED 107 864

CE 003 969

Fisher, Allan H., Jr. And Others

Career Potential Among ROTC Enrolees: A Comparison of 1972 and 1973 Survey Results. Interim Report.

Air Force Human Resources Lab., Alexandria, Va. Manpower Development Div.

Spons Agency—Office of the Assistant Secretary of Defense for Manpower and Reserve Affairs (DOD), Washington, D.C.

Report No.—AFHRL-TR-74-39; OASD/M&RA-MR-74-4

Pub Date Nov 73

Note—126p.

EDRS Price MF-\$0.76 HC-\$6.97 PLUS POSTAGE

Descriptors—Armed Forces, Career Choice, Career Opportunities, \*College Programs, Colleges, College Students, Comparative Analysis, Military Personnel, Military Service, \*Military Training, \*Officer Personnel, Participant Satisfaction, \*Recruitment, Scholarships, \*Student Motivation, Student Opinion, Surveys, Tuition Grants

Identifiers—\*Reserve Officer Training Corps, ROTC

Research into the career intentions of Army, Navy and Air Force ROTC cadets showed that a majority were willing to stay and continue into the advanced program, even without financial aid. The proportion for Army enrolees was much lower than for Navy or Air Force enrolees. Almost half of all advanced cadets were undecided about staying on active duty for more than one tour of duty, with Army enrolees the least likely and Air Force enrolees the most likely to remain. "Military career opportunities" and the chance for "travel, adventure, and new experiences" were the most commonly cited reasons for entering ROTC. Navy cadets also endorsed the "opportunity for further academic education." A majority of Army and Air Force scholarship holders, and less than half the Navy scholarship enrolees, indicated they would have entered ROTC without a scholarship. Over 60% in all services indicated they would have entered ROTC without a subsistence allowance, but the 1972 and 1973 surveys showed an increase in the proportion of respondents who would not have joined the program without the allowance. Data are tabulated throughout the text and in an appendix, which also contains survey instruments. (Author/MDW)

ED 107 865 95 CE 003 970

Clark, Joseph F. *And Others*  
**National Conference(s) on Career Education: Final Report.**

Ohio State Univ., Columbus. Center for Vocational and Technical Education.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date Sep 72

Grant—OEG-0-72-0055(725)

Note—332p.; The first 32 pages duplicate ERIC document ED 075 570; Appendix A, pages 39-194, duplicates ED 072 291

EDRS Price MF-\$0.76 HC-\$17.13 PLUS POSTAGE

Descriptors—\*Career Education, College Deans, Comprehensive Programs, \*Conference Reports, \*Conferences, Curriculum, \*Educational Attitudes, Educational Research, Educational Theories, Evaluation, Higher Education, Models, Personnel, Professors, Program Administration, Program Development, Vocational Education

The report describes a series of conferences whose objective was to orient selected educational leaders to the implications of preparing educational personnel with a career education perspective. The first 32 pages of the report discuss project objectives and procedures, and detail participant profiles, pre- and post-conference career education program evaluations, objectives and plans of both the deans' conference and the professors' conference. The remaining 300 pages consist of: conference materials and the full texts of major papers (implications for Career Education of Research and Theory on Career Development, Samuel H. Osipow; Nature and Characteristics of Emerging Career Education Curriculum, Bruce Reinhardt; The Emerging School-Based Comprehensive Educational Model, A. J. Miller; Personnel Development for Career Education, Louise J. Keller; and Roles of Schools and Colleges of Education in Career Education, Keith Goldhammer; Problems in the Organization and Administration of Career Education Programs, George Smith; and Administrative Needs and Problems in the Installation of Career Education Programs, William Moore). The pre-conference and post-conference assessment instruments, presentations (Luvern Cunningham on Roles and Opportunities of Educational Administration in Career Education and Jack Culbertson, on The University Council on Educational Administration and Career Education), and an analysis showing degree of participation by institution are also included. (Author/JR)

ED 107 866 95 CE 003 971

A B C—Instructional Packages: A Model Competency Based Program for the Preparation of Administrators of Occupational Career Education Programs.

Illinois State Univ., Normal. Dept. of Educational Administration.

Spons Agency—Illinois State Board of Vocational Education and Rehabilitation, Springfield. Div. of Vocational and Technical Education; Office of Education (DHEW), Washington, D.C.

Pub Date 74

Note—323p.; Best Copy Available

EDRS Price MF-\$0.76 HC-\$15.86 PLUS POSTAGE

Descriptors—Administrative Policy, \*Administrative Education, \*Administrator Guides, \*Career Education, Cooperative Programs, Educational Administration, Educational Finance, Educational Philosophy, Educational Policy, Equivalency Tests, \*Instructional Materials, Learning Activities, Management, \*Performance Based Education, Personnel Management, Program Evaluation, Program Planning, Public Relations, School Community Relationship, Vocational Counseling

Identifiers—\*Learning Packages

The guide contains 35 instructional packages for preparing career education administrators. Each of the instructional packages contains a rationale, a competency statement, instructional objectives, a pre-assessment, a listing of possible learning activities, and a proficiency test. In some cases supplementary or support materials are also included. The first five sections of the guide is on general administration and contains packages on: organization structuring, record keeping, using data, solving problems, managing by objec-

tives, scheduling, school plant planning, establishing accident prevention programs, budgeting, purchasing, developing an educational philosophy, writing reports, and demonstrating professional behavior. Section 2 on program planning contains packages on: using external resources, meeting program approval budget requirements, planning programing budgeting systems, preparation of the one- and five-year plan, implementing career education programs, evaluating programs, constructing vocational surveys, and establishing cooperative programs. Packages in section 3 on personnel cover: developing job descriptions, ranking candidates, interviewing and hiring, orienting staff, in-service training, evaluating instruction, identifying legal requirements for personnel dismissal, and resolving grievances. Packages in section 4 on public relations cover: involving advisory groups, enlisting community support, and disseminating program information. Section 5 packages on student services cover: vocational counseling, reducing drop-outs, and working with special needs students. (JR)

ED 107 867 CE 003 972

Career Exploration in the Secondary Schools.

Fort Dodge Community Schools, Iowa.

Pub Date 74

Note—535p.; Best copy available

EDRS Price MF-\$0.92 HC-\$27.29 PLUS POSTAGE

Descriptors—Behavioral Objectives, \*Career Awareness, \*Career Education, \*Career Exploration, \*Curriculum Guides, \*Integrated Curriculum, \*Learning Activities, Occupational Clusters, Resource Guides, Resource Materials, Secondary Education, Teacher Developed Materials

The handbook provides resource materials and procedures which can be useful in helping secondary school students progress in their education. It is designed primarily for use in working with student groups of classroom size or smaller. The emphasis of the handbook is on exploration of careers related to nine academic areas, together with an intervention program. Several career concepts are presented within each academic area. The career concepts are further broken down into subject concepts, each provided with performance objectives, suggested activities, skills, and suggested resource materials. (BP)

ED 107 868 CE 003 973

Handbook for Teachers and Administrators of Occupational Orientation Programs in Mississippi. Revised.

Mississippi State Dept. of Education, Jackson. Div. of Vocational and Technical Education.

Pub Date 74

Note—23p.

Available from—Research and Curriculum Unit, Drawer DX, Mississippi State, Mississippi 39762 (\$1.00)

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—\*Administrator Guides, Career Awareness, \*Career Choice, Course Objectives, Integrated Curriculum, \*Occupational Guidance, Program Planning, \*Secondary Education, \*Vocational Education

The handbook was prepared as a guide for school administrators and teachers of occupational orientation in secondary schools to help them develop an occupational orientation program which will meet the needs of their students. Topics discussed are: a definition and philosophy of occupational orientation; general objectives; course structure and credit; time; recommended enrollment; suggested grade level and priorities for enrollment; place of occupational orientation in the secondary curriculum; professional requirements for teachers of occupational orientation and vocational guidance counselors; policies governing requirements for salaries; suggested resources for teaching occupational orientation; testing; implementation of occupational orientation; and assistance from State Department of Education. (Author/NH)

ED 107 869 95 CE 003 974

Guided Occupational Orientation Program. Final Report, Volume I.

Syracuse City School District, N.Y.

Spons Agency—Bureau of Adult, Vocational, and Technical Education (DHEW/OE), Washington, D.C.

Bureau No—0-361-0143

Pub Date Jul 74

Grant—OEG-0-71-1028(361)

Note—173p.; For the remaining volumes, see CE 003 975-977

EDRS Price MF-\$0.76 HC-\$8.24 PLUS POSTAGE

Descriptors—\*Career Education, Curriculum Development, Curriculum Evaluation, Educational Objectives, \*Elementary Secondary Education, \*Integrated Curriculum, Occupational Guidance, \*Program Descriptions, Program Evaluation, Program Improvement, \*Teaching Procedures, Vocational Development

Identifiers—GOOP, \*Guided Occupational Orientation Program

The Guided Occupational Orientation Program was developed to help students make realistic plans and decisions about future career preparation, largely by exposing them to extensive study of careers and their prerequisites. The summary of the project report covers the goals, objectives, procedures, accomplishments, evaluation, conclusions, and recommendations. Goals and objectives are enumerated for grades 5-7. The description of the general project design and procedures covers elementary, junior high, and secondary schools. Forty-eight procedures for the program are included describing the procedure or specifying its purpose, student population, instructional staff, methods/techniques, materials, instruments, and a procedural update. This section comprises the main portion of the document. Common procedures for the three levels were: establishment of criteria for staff selection, orientation meetings for staffs, consultant assistance, and community contacts. The results and accomplishments for the project are itemized by each year and by educational level. The evaluation includes three areas: of project management, of components of three levels, and by a third party evaluator. The conclusions and recommendations discuss securing community and staff support to ensure success, curriculum development, and publicity. An 11-item selected bibliography completes the documents. (JB)

ED 107 870 95 CE 003 975

Holder, Harold H. *And Others*  
**Guided Occupational Orientation Project: Evaluation. Final Report, Volume II.**

Educational Services, Inc., Waco, Tex.; Syracuse City School District, N.Y.

Spons Agency—Bureau of Adult, Vocational, and Technical Education (DHEW/OE), Washington, D.C.

Bureau No—0-361-0143

Pub Date 25 Jul 74

Grant—OEG-0-71-1028(361)

Note—50p.; For the other volumes, see CE 003 974 and CE 003 976-7

EDRS Price MF-\$0.76 HC-\$1.95 PLUS POSTAGE

Descriptors—\*Career Education, Curriculum Development, Curriculum Evaluation, \*Elementary Secondary Education, \*Integrated Curriculum, Occupational Guidance, Program Descriptions, \*Program Evaluation, Program Improvement, Summative Evaluation, Tables (Data), Vocational Development

Identifiers—GOOP, \*Guided Occupational Orientation Program

The third-party evaluation, divided into six sections, begins with a history and background of the project. The three goals for elementary, junior high, and secondary education were: awareness, orientation and exploration, and job training and placement. In chapter 2, the evaluation of the elementary program (which included only fifth and sixth graders) utilized pre- and post-tests revealing an improvement in awareness and information. Teacher evaluation of the project was also employed. In chapter 3, the evaluation of the junior high program (grades 7-9), utilizing an attitude test, indicated students did not make positive attitude gains. Chapter 4 presents the evaluation of the senior high school programs aimed at the general student population, dropouts, potential dropouts, and under-achievers. Pre- and post-tests results concerning employability and career information revealed positive gains. Tables present the data from all the evaluation tests and ratings. An examination of the programs for under-achievers is provided. In chapter 5, a discussion of the project administration and staff presents the data from teacher ratings that record positive attitudes regarding administrative coordination. Chapter 6 outlines implications and



recommendations that call for further evaluation, curriculum revision, teacher support, and expansion of the program. (JB)

**ED 107 871** 95 CE 003 976

**Guided Occupational Orientation Program: Elementary Program. Final Report, Volume III.**  
Syracuse City School District, N.Y.

Spons Agency—Bureau of Adult, Vocational, and Technical Education (DHEW/OE), Washington, D.C.

Bureau No—0-361-0143

Pub Date Jul 74

Grant—OEG-0-71-1028(361)

Note—355p.; For the other volumes, see CE 003 974-5 and CE 003 977; Best copy available

**EDRS Price MF-\$0.76 HC-\$18.40 PLUS POSTAGE**

Descriptors—\*Career Education, \*Elementary Education, Grade 5, Grade 6, Individualized Curriculum, \*Instructional Materials, \*Integrated Curriculum, Learning Activities, Manuals, \*Occupational Clusters, Occupational Information, Teaching Guides, Unit Plan, Vocational Development

Identifiers—GOOP, \*Guided Occupational Orientation Program

The document is composed of a student book examining the world of work for the fifth grade level; a teacher's manual, a student book, individualized career studies, and a skill center booklet for the sixth grade level; and a packet called life-centered curriculum for elementary education. The fifth grade student book contains a glossary and six lessons, which promote self-awareness and career awareness through matching, completion, and reading exercises. The teacher's manual consists of seven parts examining the Career and Skill Center Program used in conjunction with an occupational clusters unit. The sixth grade student activity book for occupational clusters contains six sections dealing with the labor field, job applications and interviews, on-the-job training, and social security. The individualized career studies examine hospital careers through various learning activities. The skill center booklet contains activities related to a variety of occupations. The overview of the life-centered curriculum program discusses the purpose, scope, teacher involvement, format, pilot program, community, proposals, background, and components. Sixteen unit abstracts cover self, career, and educational awareness. The changing roles in the world of work unit, designed for upper primary grades, is organized around five objectives with large and small group strategies specified. (JB)

**ED 107 872** 95 CE 003 977

**Guided Occupational Orientation Program. Secondary Program. Final Report, Volume IV.**

Syracuse City School District, N.Y.

Spons Agency—Bureau of Adult, Vocational, and Technical Education (DHEW/OE), Washington, D.C.

Bureau No—0-361-0143

Pub Date Jul 74

Grant—OEG-0-71-1028(361)

Note—215p.; For the other volumes, see CE 003 974-6; Not available in hard copy due to marginal reproducibility of original document

**EDRS Price MF-\$0.76 PLUS POSTAGE. HC Not Available from EDRS.**

Descriptors—\*Career Education, Career Planning, Community Involvement, Educational Objectives, Educational Programs, Elementary Secondary Education, Grade 9, \*Instructional Materials, Integrated Curriculum, \*Junior High Schools, \*Learning Activities, Occupational Clusters, Occupational Information, Resource Materials, \*Teacher Developed Materials, Vocational Development, Work Experience

Identifiers—GOOP, \*Guided Occupational Orientation Program

The report contains instructional materials designed for junior high, senior high school, and for a community program for work experience. The section formulated by career education personnel and the third party evaluator contains the master plan and the goals and objectives for grades 7-9. Another section presents curricula materials produced by teachers to be integrated into existing subject areas in grades 7-9. There is a sample of first-year materials for Careers Unlimited unit (Communication and Entertainment) with activities; a sample of directions to the staff and an evaluation; sample materials for grade 7

(60 pages of subject-oriented activity and resource sheets); addendum to the seventh and eighth grade introduction booklet; a 25-page booklet sample for grade 9; cluster activity sheets; and an interests survey, a cluster interest survey, and a satisfying need through work checklist. The two-year experimental and the finalized employability orientation programs for high school are presented. The six units cover: job informational sources; mechanics of getting a job; wages, deductions, and fringe benefits; labor standards and legal rights; successful job performance (attitudes and responsibilities); and future counseling. A sample resource list, cluster descriptions, and a description of the school-work-alternate program complete the document. (JB)

**ED 107 873** 95 CE 003 978

Reed, Jack C.

**Identification of Tasks in Office Occupations: June 1973 Workshop. Final Report.**

Iowa State Dept. of Public Instruction, Des Moines. Div. of Career Education; University of Northern Iowa, Cedar Falls. Dept. of Business Education and Office Administration.

Spons Agency—Bureau of Adult, Vocational, and Technical Education (DHEW/OE), Washington, D.C.

Pub Date Jun 73

Note—136p.; The complete final report is available on microfiche through INFORMS, Dept. of Public Instruction, Grimes State Office Building, Des Moines, Iowa 50319

Available from—State Director, Career Education Division, Department of Public Instruction, Grimes State Office Building, Des Moines, Iowa 50319 (no charge)

**EDRS Price MF-\$0.76 HC-\$6.97 PLUS POSTAGE**

Descriptors—Curriculum Development, \*Job Analysis, Job Skills, \*Office Occupations, Research Projects, \*Tables (Data), \*Task Analysis, Task Performance

A shortened version of the final report of a Federally-funded developmental curriculum research project, the publication presents the findings of a workshop (University of Northern Iowa, 1973) for the purpose of identification of job tasks for entry-level office occupations from research-based materials. Studies by Lamb (Mary Lou), Lanham (Frank W.), and Perkins (Edward A.) were used by the workshop participants to identify job tasks for selected entry-level office occupations. Job performance tasks indicated in the research were the basis for the selection of the following job classifications: stenographer, secretary, receptionist, general office clerk, clerk typist, mail clerk, transcribing machine operator, office machine operator, and file clerk. Three sets of tables were prepared. Tables 1-9 list the percent of respondents performing tasks, arranged in descending order, for nine subject matter areas. Tables 9-18 list the percent of respondents performing tasks, arranged in descending order, according to subject matter and the above listed job classifications; tables 19-27 provide additional coverage of subject matter area and job classifications using a matrix format. Since lower percents did not appear significant in curriculum development for office occupations, the percent of respondents performing tasks below 30% was eliminated. (Approximately 120 pages consist of tables.) (Author/EA)

**ED 107 874** CE 003 980

Jallade, Jean-Pierre And Others

**Occupational and Educational Structures of the Labor Force and Levels of Economic Development: Further Analyses and Statistical Data.**

Organisation for Economic Cooperation and Development, Paris (France).

Pub Date 71

Note—122p.; For the first volume, see ED 056 194

Available from—OECD Publications Center, Suite 1207, 1750 Pennsylvania Avenue, N.W., Washington, D.C. 20006 (\$3.00)

**EDRS Price MF-\$0.76 PLUS POSTAGE. HC Not Available from EDRS.**

Descriptors—Academic Achievement, Census Figures, \*Educational Background, \*Foreign Countries, \*Labor Force, Multiple Regression Analysis, \*Occupations, Participant Characteristics, Probability Theory, \*Statistical Analysis, Statistical Data

The volume is the second of two and presents additional statistical analyses of data discussed in the first, which presented 1960 and 1961 census data from 53 countries in an attempt to identify and quantify factors which determined the occupational and educational structure of the labor force. The second volume consists of eight chapters: (1) a discussion on classification and aggregation problems; (2) supplementary analyses of the data in multiple regression models; (3) analyses of occupational and educational coefficients; (4) analyses of production function equations; (5) a short exposition of information theory as it relates to the aggregation problems in cross-classifications; (6) basic data used for the occupational analysis; (7) basic data used for the occupational/educational analysis; and (8) basic data used for the sectoral/educational analyses. (Author/MDW)

**ED 107 875** CE 003 982

**Directory of Selected Iowa Career Education Offerings.**

Iowa State Dept. of Public Instruction, Des Moines. Div. of Career Education.

Pub Date 17 Oct 73

Note—45p.; Best copy available

**EDRS Price MF-\$0.76 HC-\$1.95 PLUS POSTAGE**

Descriptors—\*Career Education, \*Directories, \*Elementary Secondary Education, Inservice Programs, \*Program Content, \*Program Descriptions, Staff Improvement

Identifiers—\*Iowa

The purpose of this document is to provide information identifying the location of and approaches followed by several educational agencies implementing career education program services and activities in Iowa. These programs, services, and activities represent the efforts of various educational agencies to incorporate the concepts of career education into their educational programs. Part 1 describes three programs involved in comprehensive career education efforts. Part 2 provides program descriptions of 30 programs focusing on career awareness and exploration and staff development activities. Part 3 describes programs involved in preparatory career education in various high school districts. Part 4 lists by area jointly administered career education programs of exploration and/or preparation. The project descriptions are organized under the headings of: project title, location, project dates, purpose or objectives, contact persons, and often include project characteristics. (Author/JB)

**ED 107 876** CE 003 985

Jackson, Santiago And Others

**Aides to Career Education; ACE Program Handbook.**

Los Angeles City Schools, Calif. Div. of Career and Continuing Education.

Pub Date 75

Note—33p.; For Evaluation Report, see CE 003 986

**EDRS Price MF-\$0.76 HC-\$1.95 PLUS POSTAGE**

Descriptors—\*Career Education, Culturally Disadvantaged, Delinquents, \*Disadvantaged Youth, Economically Disadvantaged, Educationally Disadvantaged, Manuals, \*Program Descriptions, Program Guides, Secondary Education, \*Teacher Aides, \*Vocational Education

Identifiers—ACE, \*Aides to Career Education

The Aides to Career Education (ACE) Program handbook is designed for use by administrators, teachers, and instructional aides. It provides information on the use of the aides by presenting guidelines for their most effective utilization, defining legal responsibilities of teachers and aides within the program, providing information on program accountability and evaluation, and providing supplementary material which includes information on the instructional job description, audio-visual techniques, referral agencies, and an annotated bibliography. The goal of the ACE Program in Los Angeles is to improve the educational performance and enhance the employability potential of students assisted. The handbook provides background of the ACE Program, defines and describes disadvantaged students, and defines the teacher's role in the program, the instructional aides role, the teacher/aide relationship, and program accountability. The appendices provide information and supplementary material on the instructional aide's job description, audio-

visual techniques, and referral agencies, and an annotated bibliography. (Author/JB)

**ED 107 877** 95 CE 003 986

Crawford, Alan N.

**Aides to Career Education, 1973-74: An Evaluation.**

Los Angeles City Schools, Calif. Research and Evaluation Branch.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date 74

Note—40p.; For ACE Program Handbook, see CE 003 985

**EDRS Price MF-\$0.76 HC-\$1.95 PLUS POSTAGE**

Descriptors—\*Career Education, \*Disadvantaged Youth, Educational Needs, Inservice Programs, Personnel Evaluation, \*Program Evaluation, Questionnaires, Secondary Education, Summative Evaluation, \*Teacher Aides, Teacher Evaluation, \*Vocational Education

Identifiers—\*ACE, Aides to Career Education

The purpose of the Aides to Career Education (ACE) Program was to provide assistance to disadvantaged students in vocational education courses in Los Angeles by employing instructional aides to assist in improving the educational performance and in enhancing the employment potential of disadvantaged students. The document briefly outlines the implementation of the program inservice education (Workshops), the handbook, and the formation of the advisory committee. The evaluation was conducted in three areas: analysis of quantitative data, administration of questionnaires to certificated, classified, and student personnel, and onsite visitations by project administrators. The findings of the quantitative data analysis and the responses to the questionnaires of 209 aides, 157 teachers, 52 principals, two of the six district vocational education supervisors, and of the 725 students (of 1500) are presented in tabular form and briefly discussed and compared. Responses were generally favorable. The brief conclusions discuss the need for further clarification and expansion of the aide's role to increase individual attention. Recommendations focused on this problem, inservice education, communication, and increasing the number of aides. The appendixes provide: aide, teacher, administrator and staff, student, and supervisor questionnaires, ACE program data sheets, and aide profile. (Author/JB)

**ED 107 878** CE 003 987

Young, Roger L. Gould, John A., Jr.

**Regional Assessment and Participative Evaluation: Final Report.**

North Reading Public Schools, Mass.

Pub Date 74

Note—98p.; Product of North Reading High School

**EDRS Price MF-\$0.76 HC-\$4.43 PLUS POSTAGE**

Descriptors—Business Skills, \*Employment Opportunities, \*Employment Qualifications, Entry Workers, Industry, Occupational Information, \*Occupational Surveys, Office Occupations, Secondary Education, Work Experience Programs

Identifiers—Massachusetts, North Reading

The report surveys the occupational environment of the towns in the region within 30 to 45 minutes' commuting time of North Reading, Massachusetts. A random sample of manufacturing, wholesale and retail trade, service, and to a much lesser extent finance, insurance, real estate establishments was surveyed in person or by mail. Information regarding responsibilities, training, prospects of change in job qualifications, employment prospects, and aptitudes, interests, and temperaments is presented in tabular form and discussed for the following entry level occupations in the business and office, and marketing and distribution career clusters: bookkeeper, clerk-typist, legal secretary, personnel clerk, receptionist, secretary, sales clerk, customer service specialist, bank teller, general sales person, and real estate sales person. Cross tabulations of the survey data analyzing occupational and employment information by town and by type of establishment are presented. Also included are discussions of in-house training programs, highlights of the project, personal observations made during the project, and recommendations for education agencies and cooperative business education. Appended are a personnel agency sur-

vey, standard industrial classification codes, statistical tables related to employment by industrial classification, businesses surveyed, and occupational definitions. (JR)

**ED 107 879** CE 003 988

Robinson, Nancy And Others

**Costs of Homemaker-Home Health Aide and Alternative Forms of Service; A Survey of the Literature.**

National Council for Homemaker-Home Health Aide Services, New York, N.Y.

Spons Agency—American Association of Retired Persons, Washington, D.C.; National Retired Teachers Association, Washington, D.C.

Pub Date 74

Note—64p.

Available from—National Council for Homemaker-Home Health Aide Services, Inc., 67 Irving Place, New York, New York 10003 (\$5.75)

**EDRS Price MF-\$0.76 PLUS POSTAGE. HC Not Available from EDRS.**

Descriptors—Boarding Homes, \*Comparative Analysis, \*Cost Effectiveness, Foster Homes, \*Home Health Aides, Hospitals, Literature Reviews, \*Medical Services, Nursing Homes, Personal Care Homes, \*Professional Services

The cost analysis project report is directed towards persons in policy-making and administrative positions at the national, State, and direct service agency levels. Its purpose was to survey the literature and records to identify costs of homemaker-home health aide services and comparative costs of alternative forms of services. Part 1 includes summary of cost data, conclusions, and recommendations. The data were found to support the thesis that homemaker-home health aide services, when provided alone or as one of an array of in-home services, are usually less costly than any of the out-of-home alternatives. Part 2 describes the project's background and design. Part 3 presents the survey results. Clusters, based on need factors, differentiated among the costs of services: need for environmental service, need for personal service, and need for professional service. Cluster 1 specifies professional treatment, Cluster 2 requires personal service only, and Cluster 3 requires environmental services only. A chart illustrates the comparisons between the three clusters and appropriate service delivery alternatives. Cost analyses are conducted in terms of the factors. A 10-page annotated bibliography, a 4-page supplementary bibliography, and a list of addresses of sources are included. (JB)

**ED 107 880** CE 003 989

Ohannesson, Gregory S.

**Career Education Opinions of California Secondary School Teachers.**

Spons Agency—California State Dept. of Education, Sacramento. Div. of Vocational Education.

Pub Date 8 Dec 74

Note—17p.; The dissertation containing a fuller discussion of the procedures, findings, and recommendations regarding high school teachers is available on microfiche through "Abstracts of Instructional and Research Materials in Vocational and Technical Education" (AIM/ARM) VT 100 796

**EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE**

Descriptors—\*Career Education, Industrial Arts Teachers, Opinions, \*Secondary School Teachers, \*Teacher Attitudes, Vocational Education Teachers

Identifiers—\*Teacher Surveys

The presentation outlines a cooperative doctoral dissertation project which attempted to uncover some information about the attitudes toward career education of California high school and junior high school teachers. There is a brief description of the opinionnaire which was mailed to 900 high school and 900 junior high school teachers selected by a sampling method which considered both the teachers' specialty and locale (urban or semi-urban). The teachers' response rate was 82.6 percent for high school and 78.7 percent for junior high. The results indicated that: teachers viewed career education as having two basic components (teacher/classroom and school/community); high school vocational education and industrial arts teachers and junior high school vocational teachers held the most positive opinions; both teachers who had participated in

career education seminars and workshops and teachers with some years of nonteaching work experience held more positive opinions than did others; all teacher specialist groups believed that their school should be (but was not, and generally could not be) utilizing community resources. The appended tables provide some sample opinionnaire statements, information on subject matter specialty grouping, a list of independent variables analyzed, a summary of specific findings, and a t-test analysis of response to index statements. (PR)

**ED 107 881** CE 003 990

**Programs and Registrations: ACE-NUEA 1973-74 Joint Report.**

Association for Continuing Higher Education, Norman, Okla.; National Univ. Extension Association, Washington, D.C.

Pub Date [74]

Note—55p.

Available from—Robert J. Pitchell, Executive Director, NUEA, Suite 360, One DuPont Circle, Washington, D.C. 20036 (\$2.00)

**EDRS Price MF-\$0.76 HC-\$3.32 PLUS POSTAGE**

Descriptors—\*Adult Education, \*Adult Programs, \*Cooperative Education, Cooperative Programs, Educational Programs, \*Reports, Student Enrollment, \*Tables (Data)

The report presents statistical information based on responses to questionnaires from 227 higher education institutions which represent 61.6 percent of the Association of Continuing Higher Education (ACHE) members and 93.3 percent of National University Extension Association members (NUEA). The report categorizes respondents according to institutional type (university, and four-year and two-year college), and on this basis presents 24 tables illustrating such things as: NUEA and ACHE membership status; relationship between continuing education and cooperative extension programs; total continuing education registrations; program categories; class, conference, and independent study registration (by institutional type and subject matter), and ACHE and NUEA programs and registrations by specific institutions. The tables are discussed in the text, and a five-page list of academic subject matter categories is included. (JR)

**ED 107 882**

CE 003 991

Kanun, Clara

**Patterns of Response: Faculty Community Service Survey.**

Minnesota Univ., Minneapolis. Continuing Education and Extension Research Dept.

Pub Date 75

Note—68p.

**EDRS Price MF-\$0.76 HC-\$3.32 PLUS POSTAGE**

Descriptors—\*College Faculty, \*Community Involvement, Community Programs, Community Responsibility, \*Community Service Programs, Evaluation, Faculty Organizations, Human Resources, Opinions, \*Resource Allocations, Social Problems, \*Surveys, Tables (Data), Teacher Characteristics

The report tabulates and discusses the responses of 2346 members (70 percent) of the University of Minnesota faculty to a survey questionnaire examining faculty involvement in community service programs. Twenty-nine tables present numbers and percentages of responses with respect to descriptive characteristics of the faculty (discipline, academic rank, years of service, and major university responsibility), individual faculty obligations (academic and professional propriety of community involvement, and rewards for community service), opinions about social problems (need for societal reorganization, university's role in redressing social injustice, and the university and urban problems), necessary conditions and ambiguities of university involvement in community programs and services (faculty involvement and special skills, participation and disciplinary relevance, special staffs, community volunteers, and vested interests), and supplemental information (group affiliation, faculty ranking on a national scale of the university and their department). Three pages of additional comments are included. (JR)

**ED 107 883**

CE 003 993

Feldman, Robert Idleman, Hillis K.

**Housing: One of a Series for Expanded Programs in Consumer Education.**

New York State Education Dept., Albany. Bureau of Secondary Curriculum Development.  
Pub Date 74

Note—110p.

EDRS Price MF-\$0.76 HC-\$5.70 PLUS

#### POSTAGE

Descriptors—Adult Education, \*Consumer Economics, \*Consumer Education, \*Curriculum Guides, Economic Factors, \*Housing, Learning Activities, Resource Units, Secondary Education

The module is designed to give students a comprehensive picture of housing and how to get dollar value when in the housing marketplace. Further, the module acquaints students with the work that Federal, State, and local government is doing in the housing field and how they and their families can benefit from government help. As a result of using the module, students should: become familiar with the kinds of housing available; learn how to meet their housing needs; choose the kind best suited to meet their needs; learn about mortgages and obtaining loans; recognize the impact of economic conditions on the housing market; learn the procedures for selling a house; learn about the government's role in developing housing needs; become familiar with the operation of cooperative and condominium housing; learn about mobile homes; and make judgments about housing based upon sound information and their own value system. Each of the 52 units is headed by a question, to which the answers are presented under the headings of: understanding, suggested pupil and teacher activities, and source. (Author/NH)

ED 107 884 95 CE 003 995

West, Leonard J.

Implications of Research for Teaching Typewriting: Second Edition. Research Bulletin No. 4. Delta Pi Epsilon, St. Peter, Minn.

Pub Date 74

Note—44p.; The document is a revision of ED 018 630

Available from—Delta Pi Epsilon National Office, Gustavus Adolphus College, St. Peter, Minnesota 56082 (1-3 copies \$1.00; 4 or more copies \$0.80 each)

EDRS Price MF-\$0.76 HC-\$1.95 PLUS

#### POSTAGE

Descriptors—Educational Programs, \*Secondary Education, \*Skill Development, \*Teaching Methods, \*Typewriting

The monograph updates the original 1962 publication and, like it, bases its recommendations for typewriting instruction on what the author considers to be reputable research evidence of two kinds: classroom and other investigations directly concerned with typewriting; and fundamental principles for the acquisition of skill arising from the findings of the experimental psychology of learning over three-quarters of a century. A general statement on teaching typewriting is followed by sections covering: how stroking skill is acquired; developing stroking technique; learning the keyboard; developing stroking skill; media and other teacher-free devices and programs; a miscellany of other instructional considerations; the role of stroking skill in production typing skill, development of production skills; and performance standards and proficiency testing. The monograph concludes with an afterword and references. (Author/NH)

ED 107 885 95 CE 003 996

[Elementary Career Education Units: Kindergarten.]

Radford City Schools, Va.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Note—89p.; For other grade levels see CE 003 997-CE 004 010

Available from—Kuhn Barnett Elementary School, 4th and Pendleton Streets, Radford, Virginia 24141 (K-3 (39 units) \$5.00; 4-7 (42 units) \$5.00; Special Education (18 units) \$5.00; 8-12 (107 units) \$10.00)

EDRS Price MF-\$0.76 HC-\$4.43 PLUS

#### POSTAGE

Descriptors—\*Career Education, Clothing, Community, \*Curriculum Guides, \*Elementary Education, Entomology, Food, Health Education, Integrated Curriculum, \*Kindergarten, Music Education, Nutrition, Occupations, Resource Materials, Self Concept, Teacher Developed Materials, Teaching Techniques

Identifiers—\*Radford Career Education Program

The guide is one of a series developed in a pilot project to integrate career education concepts with traditional subject matter and topics in elementary grades K-7 and in special education. Developed by teachers in the Radford, Virginia, schools, the units make use of resource persons from outside the school, occupational information, interviewing and reporting techniques, parent and family involvement, hands-on experiences, role playing, and field trips. All units are organized in a column format which provides an introductory motivating activity with related resources and materials. The lessons are based on content questions, which are explored by specific techniques and activities and supported by resource materials in all media. Not all data on materials are complete. For the kindergarten level, the units are: clothing (two units), community helpers, the family, food and nutrition, health, insects, music, the school, and self-awareness. (MDW)

ED 107 886 95 CE 003 997

[Elementary Career Education Units: Grade 1.]

Radford City Schools, Va.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Note—93p.; For other grade levels see CE 003 996 and CE 003 998-CE 004 010

Available from—Kuhn Barnett Elementary School, 4th and Pendleton Streets, Radford, Virginia 24141 (K-3 (39 units) \$5.00; 4-7 (42 units) \$5.00; Special Education (18 units) \$5.00; 8-12 (107 units) \$10.00)

EDRS Price MF-\$0.76 HC-\$4.43 PLUS

#### POSTAGE

Descriptors—Agricultural Occupations, Armed Forces, \*Career Education, Community, \*Curriculum Guides, \*Elementary Education, \*Grade 1, Integrated Curriculum, Occupations, Oceanology, Resource Materials, Retailing, School Personnel, Self Concept, Teacher Developed Materials, Teaching Techniques, Toys, Zoos

Identifiers—\*Radford Career Education Program

The guide is one of a series developed in a pilot project to integrate career education concepts with traditional subject matter and topics in elementary grades K-7 and in special education. Developed by teachers in the Radford, Virginia, schools, the units make use of resource persons from outside the school, occupational information, interviewing and reporting techniques, parent and family involvement, hands-on experiences, role playing, and field trips. All units are organized in a column format which provides an introductory motivating activity with related resources and materials. The lessons are based on content questions, which are explored by specific techniques and activities and supported by resource materials in all media. Not all data on materials are complete. For the first grade level, the units are: armed services, the community, the ocean, the family, the farm, a safari (wild animals and the zoo), the school, self-awareness, and a toy shop. (MDW)

ED 107 887 95 CE 003 998

[Elementary Career Education Units: Grade 2.]

Radford City Schools, Va.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Note—106p.; For other grade levels see CE 003 996-997 and CE 003 999-CE 004 010

Available from—Kuhn Barnett Elementary School, 4th and Pendleton Streets, Radford, Virginia 24141 (K-3 (39 units) \$5.00; 4-7 (42 units) \$5.00; Special Education (18 units) \$5.00; 8-12 (107 units) \$10.00)

EDRS Price MF-\$0.76 HC-\$5.70 PLUS

#### POSTAGE

Descriptors—Agricultural Occupations, Bus Transportation, \*Career Education, Clothing, \*Curriculum Guides, Education, Fine Arts, Food Stores, Fuels, \*Grade 2, Integrated Curriculum, Local History, Occupations, Resource Materials, School Maintenance, Teacher Developed Materials, Teaching Techniques, Transportation

Identifiers—Boat Transportation, \*Radford Career Education Program

The guide is one of a series developed in a pilot project to integrate career education concepts with traditional subject matter and topics in elementary grades K-7 and in special education. Developed by teachers in the Radford, Virginia, schools, the units make use of resource persons

from outside the school, occupational information, interviewing and reporting techniques, parent and family involvement, hands-on experiences, role playing, and field trips. All units are organized in a column format which provides an introductory motivating activity with related resources and materials. The lessons are based on content questions, which are explored by specific techniques and activities and supported by resource materials in all media. Not all data on materials are complete. For the second grade level, the units are: the arts, clothing, custodians (janitors), the farm, the grocer, homes (shelter), fuels, Radford then and now (history and maps), and transportation (boats and buses). (MDW)

ED 107 888 95 CE 003 999

[Elementary Career Education Units: Grade 3.]

Radford City Schools, Va.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Note—89p.; For other grade levels see CE 003 996-998 and CE 004 000-010

Available from—Kuhn Barnett Elementary School, 4th and Pendleton Streets, Radford, Virginia 24141 (K-3 (39 units) \$5.00; 4-7 (42 units) \$5.00; Special Education (18 units) \$5.00; 8-12 (107 units) \$10.00)

EDRS Price MF-\$0.76 HC-\$4.43 PLUS

#### POSTAGE

Descriptors—Aerospace Education, \*Career Education, \*Curriculum Guides, Dentistry, \*Grade 3, Hospital Personnel, Integrated Curriculum, Meteorology, Occupations, Radio Technology, Recreational Facilities, Resource Materials, School Personnel, Teacher Developed Materials, Teaching Techniques, Zoos

Identifiers—\*Radford Career Education Program

The guide is one of a series developed in a pilot project to integrate career education concepts with traditional subject matter and topics in elementary grades K-7 and in special education. Developed by teachers in the Radford, Virginia, schools, the units make use of resource persons from outside the school, occupational information, interviewing and reporting techniques, parent and family involvement, hands-on experiences, role playing, and field trips. All units are organized in a column format which provides an introductory motivating activity with related resources and materials. The lessons are based on content questions, which are explored by specific techniques and activities and supported by resource materials in all media. Not all data on materials are complete. For the third grade level, the units are: aerospace, dentistry, the hospital emergency room, the town, postal services, the radio station, the recreation department, school management, weather, and the zoo. (MDW)

ED 107 889 95 CE 004 000

[Elementary Career Education Units: Grade 4.]

Radford City Schools, Va.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Note—68p.; For other grade levels see CE 003 996-999 and CE 004 001-010

Available from—Kuhn Barnett Elementary School, 4th and Pendleton Streets, Radford, Virginia 24141 (K-3 (39 units) \$5.00; 4-7 (42 units) \$5.00; Special Education (18 units) \$5.00; 8-12 (107 units) \$10.00)

EDRS Price MF-\$0.76 HC-\$3.32 PLUS

#### POSTAGE

Descriptors—\*Career Education, City Government, Conservation (Environment), \*Curriculum Guides, \*Elementary Education, Employment Opportunities, Food Service, Government Employees, \*Grade 4, Integrated Curriculum, Nutrition, Occupations, Resource Materials, Self Concept, Teacher Developed Materials, Teaching Techniques, Television

Identifiers—\*Radford Career Education Program, Virginia

The guide is one of a series developed in a pilot project to integrate career education concepts with traditional subject matter and topics in elementary grades K-7 and in special education. Developed by teachers in the Radford, Virginia, schools, the units make use of resource persons from outside the school, occupational information, interviewing and reporting techniques, parent and family involvement, hands-on experiences, role playing, and field trips. All units are organized in a column format which provides an introductory motivating activity with related resources and materials. The lessons are based on



content questions, which are explored by specific techniques and activities and supported by resource materials in all media. Not all data on materials are complete. For the fourth grade level, the units are: conservation, jobs in Virginia, the restaurant, television, self-awareness, city employees, and the world of work. (MDW)

**ED 107 890 95 CE 004 001**

[Elementary Career Education Units: Grade 5.]  
Radford City Schools, Va.  
Spons Agency—Office of Education (DHEW), Washington, D.C.

Note—158p.; For other grade levels, see CE 003 996-CE 004 000 and CE 004 002-010

Available from—Kuhn Barnett Elementary School, 4th and Pendleton Streets, Radford, Virginia 24141 (K-3 (39 units) \$5.00; 4-7 (42 units) \$5.00; Special Education (18 units) \$5.00; 8-12 (107 units) \$10.00)

**EDRS Price MF-\$0.76 HC-\$8.24 PLUS POSTAGE**

Descriptors—\*Career Education, \*Curriculum Guides, \*Elementary Education, \*Grade 5, Integrated Curriculum, Occupations, Resource Materials, Science Education, Social Studies, Teacher Developed Materials, Teaching Techniques, \*Units of Study (Subject Fields)

Identifiers—\*Radford Career Education Program

The guide is one of a series developed in a pilot project to integrate career education concepts with traditional subject matter and topics in elementary grades K-7 and in special education. Developed by teachers in the Radford, Virginia, schools, the units make use of resource persons from outside the school, occupational information, interviewing and reporting techniques, parent and family involvement, hands-on experiences, role playing, and field trips. All units are organized in a column format which provides an introductory motivating activity with related resources and materials. The lessons are based on content questions, which are explored by specific techniques and activities and supported by resource materials in all media. Not all data on materials are complete. For the fifth grade level, the units are: agriculture, botany, Federal government, forestry, the newspaper, merchandising, the mind and body, money and banking, recreation, rocks and minerals, the telephone industry, textiles, and utilization of resources. (MDW)

**ED 107 891 95 CE 004 002**

[Elementary Career Education Units: Grades 6 and 7.]

Radford City Schools, Va.  
Spons Agency—Office of Education (DHEW), Washington, D.C.

Note—224p.; For other grade levels see CE 003 996-CE 004 001 and CE 004 003-010

Available from—Kuhn Barnett Elementary School, 4th and Pendleton Streets, Radford, Virginia 24141 (K-3 (39 units) \$5.00; 4-7 (42 units) \$5.00; Special Education (18 units) \$5.00; 8-12 (107 units) \$10.00)

**EDRS Price MF-\$0.76 HC-\$10.78 PLUS POSTAGE**

Descriptors—\*Career Education, Communication Skills, \*Curriculum Guides, Grade 6, Grade 7, Integrated Curriculum, \*Junior High Schools, Music, Mythology, Occupations, Resource Materials, Science Education, Social Studies, Teacher Developed Materials, Teaching Techniques, \*Units of Study (Subject Fields)

Identifiers—\*Radford Career Education Program

The guide is one of a series developed in a pilot project to integrate career education concepts with traditional subject matter and topics in elementary grades K-7 and in special education. Developed by teachers in the Radford, Virginia, schools, the units make use of resource persons from outside the school, occupational information, interviewing and reporting techniques, parent and family involvement, hands-on experiences, role playing, and field trips. All units are organized in a column format which provides an introductory motivating activity with related resources and materials. The lessons are based on content questions, which are explored by specific techniques and activities and supported by resource materials in all media. Not all data on materials are complete. For the sixth and seventh grade levels, the units are: advertising, art, banking, careers through knowledge of simple arithmetic, music, cartography, chemistry, communications, the dictionary, ecology, food services, geometry, Greek and Roman mythology's

relationship with today's industry, the Lynchburg foundry, machines, magnetism and electricity, measurement and the metric system, the newspaper, nuclear energy, oceanography, and weather. (MDW)

**ED 107 892 95 CE 004 003**

[Elementary Career Education Units: Trainable Mentally Retarded.]

Radford City Schools, Va.  
Spons Agency—Office of Education (DHEW), Washington, D.C.

Note—30p.; For other grade levels, see CE 003 996-CE 004 002 and CE 004 004-010

Available from—Kuhn Barnett Elementary School, 4th and Pendleton Streets, Radford, Virginia 24141 (K-3 (39 units) \$5.00; 4-7 (42 units) \$5.00; Special Education (18 units) \$5.00; 8-12 (107 units) \$10.00)

**EDRS Price MF-\$0.76 HC-\$1.95 PLUS POSTAGE**

Descriptors—\*Career Education, Child Care, Clothing, \*Curriculum Guides, Daily Living Skills, Food, Integrated Curriculum, Nutrition Instruction, Occupations, Resource Materials, Sewing Instruction, \*Special Education, Teacher Developed Materials, Teaching Techniques, \*Trainable Mentally Handicapped

Identifiers—\*Radford Career Education Program

The guide is one of a series developed in a pilot project to integrate career education concepts with traditional subject matter and topics in elementary grades K-7 and in special education. Developed by teachers in the Radford, Virginia, schools, the units make use of resource persons from outside the school, occupational information, interviewing and reporting techniques, parent and family involvement, hands-on experiences, role playing, and field trips. All units are organized in a column format which provides an introductory motivating activity with related resources and materials. The lessons are based on content questions, which are explored by specific techniques and activities and supported by resource materials in all media. Not all data on materials are complete. For the trainable mentally retarded, the units are: clothes and sewing, food and nutrition and the school cafeteria, and home services and child care. (MDW)

**ED 107 893 95 CE 004 004**

[Elementary Career Education Units: Primary Educable.]

Radford City Schools, Va.  
Spons Agency—Office of Education (DHEW), Washington, D.C.

Note—81p.; For other grade levels, see CE 003 996-CE 004 003 and CE 004 005-010

Available from—Kuhn Barnett Elementary School, 4th and Pendleton Streets, Radford, Virginia 24141 (K-3 (39 units) \$5.00; 4-7 (42 units) \$5.00; Special Education (18 units) \$5.00; 8-12 (107 units) \$10.00)

**EDRS Price MF-\$0.76 HC-\$4.43 PLUS POSTAGE**

Descriptors—\*Career Education, Clothing, \*Curriculum Guides, \*Educable Mentally Handicapped, Food Service Occupations, Food Stores, Hotels, Housing, Integrated Curriculum, Occupations, \*Primary Education, Resource Materials, Self Concept, \*Special Education, Teacher Developed Materials, Teaching Techniques, Transportation

Identifiers—Radford Career Education Program

The guide is one of a series developed in a pilot project to integrate career education concepts with traditional subject matter and topics in elementary grades K-7 and in special education. Developed by teachers in the Radford, Virginia, schools, the units make use of resource persons from outside the school, occupational information, interviewing and reporting techniques, parent and family involvement, hands-on experiences, role playing, and field trips. All units are organized in a column format which provides an introductory motivating activity with related resources and materials. The lessons are based on content questions, which are explored by specific techniques and activities and supported by resource materials in all media. Not all data on materials are complete. For the primary educable in special education, the units are: clothing, the grocery store, homes and shelter, hotels, postal services, the restaurant, self-awareness, and transportation. (MDW)

**ED 107 894 95 CE 004 005**

[Elementary Career Education Units: Intermediate Educable.]

Radford City Schools, Va.  
Spons Agency—Office of Education (DHEW), Washington, D.C.

Note—85p.; For other grade levels, see CE 003 996-CE 004 004 and CE 004 006-010

Available from—Kuhn Barnett Elementary School, 4th and Pendleton Streets, Radford, Virginia 24141 (K-3 (39 units) \$5.00; 4-7 (42 units) \$5.00; Special Education (18 units) \$5.00; 8-12 (107 units) \$10.00)

**EDRS Price MF-\$0.76 HC-\$4.43 PLUS POSTAGE**

Descriptors—Camping, \*Career Education, \*Curriculum Guides, Educable Mentally Handicapped, \*Elementary Education, Food, Food Stores, Foundries, Housing, Hygiene, Integrated Curriculum, \*Intermediate Grades, Occupations, Physiology, Resource Materials, Self Care Skills, Service Workers, \*Special Education, Teacher Developed Materials, Teaching Techniques

Identifiers—Gas Station Attendants, \*Radford Career Education Program, Virginia

The guide is one of a series developed in a pilot project to integrate career education concepts with traditional subject matter and topics in elementary grades K-7 and in special education. Developed by teachers in the Radford, Virginia, schools, the units make use of resource persons from outside the school, occupational information, interviewing and reporting techniques, parent and family involvement, hands-on experiences, role playing, and field trips. All units are organized in a column format which provides an introductory motivating activity with related resources and materials. The lessons are based on content questions, which are explored by specific techniques and activities and supported by resource materials in all media. Not all data on materials are complete. For the intermediate educable student in special education, the units are: camping, food, homes and shelter, the Lynchburg foundry, service station and garage workers, the telephone, and the human body. (MDW)

**ED 107 895 95 CE 004 006**

[Secondary Career Education Activities: English.]

Radford City Schools, Va.  
Spons Agency—Office of Education (DHEW), Washington, D.C.

Bureau No.—V361010L  
Grant—OEG-0-73-2990

Note—52p.; For related documents, see CE 003 996-CE 004 005 and CE 004 007-010

Available from—Kuhn Barnett Elementary School, 4th and Pendleton Streets, Radford, Virginia 24141 (K-3 (39 units) \$5.00; 4-7 (42 units) \$5.00; Special Education (18 units) \$5.00; 8-12 (107 units) \$10.00)

**EDRS Price MF-\$0.76 HC-\$3.32 PLUS POSTAGE**

Descriptors—\*Career Education, Communication Skills, \*Curriculum Guides, \*English Curriculum, Government (Administrative Body), \*High School Curriculum, History, Integrated Curriculum, Lawyers, Medicine, Occupations, Psychology, Sales Occupations, \*Secondary Education, Self Concept, Social Work, Special Education Teachers

Identifiers—\*Radford Career Education Program

The guide is one of a series developed in a pilot project to integrate career education concepts with subject matter in secondary grades. The units are designed to reveal career orientation aspects of traditional topics within five major subject areas: English, social studies, mathematics, science, and health and physical education. The lesson plans are presented in brief outline form, but activities range from those of short duration to several weeks. All provide broad objectives, performance objectives, lesson procedures, and materials and resources in all media. The units in English directed to grades 8-12 cover: dangerous careers, social work, law, communications occupations, psychology, unusual occupations, writing, government, history of occupations, job seeking, sales, self-awareness, medicine, and teaching the blind and deaf. (MDW)

**ED 107 896 95 CE 004 007**

[Secondary Career Education Activities: Mathematics.]

## 26 Document Resumes

Radford City Schools, Va.  
Spons Agency—Office of Education (DHEW),  
Washington, D.C.  
Bureau No—V361010L  
Grant—OEG-0-73-2990

Note—31p.; For related documents, see CE 003  
996-CE 004 006 and CE 004 008-010

Available from—Kuhn Barnett Elementary  
School, 4th and Pendleton Streets, Radford,  
Virginia, 24141 (K-3 (39 units) \$5.00; 4-7 (42  
units) \$5.00; Special Education (18 units)  
\$5.00; 8-12 (107 units) \$10.00)

**EDRS Price MF-\$0.76 HC-\$1.95 PLUS**

### POSTAGE

Descriptors—\*Career Education, \*Curriculum  
Guides, \*High School Curriculum, Integrated  
Curriculum, \*Mathematics Curriculum, Occu-  
pations, Practical Mathematics, Resource  
Materials, \*Secondary Education, Secondary  
School Mathematics, Units of Study (Subject  
Fields)

Identifiers—\*Radford Career Education Program

The guide is one of a series developed in a  
pilot project to integrate career education con-  
cepts with subject matter in secondary grades.  
The units are designed to reveal career orien-  
tation aspects of traditional topics within five major  
subject areas: English, social studies, mathe-  
matics, science, and health and physical educa-  
tion. The lesson plans are presented in brief out-  
line form, but activities range from those of short  
duration to several weeks. All provide broad ob-  
jectives, performance objectives, lesson  
procedures, and materials and resources in all  
media. The units in mathematics directed to  
grades 8-12 cover machinist work, transportation,  
buying and selling stocks, sports statistics, sales,  
estimation, contracting, travel, percentage, ra-  
tional numbers, home maintenance and purchase,  
checking accounts, linear measure, computers,  
surveying, mathematician careers, space,  
architectural, psychology, vacations, pythagorean  
theorem, and drafting. (MDW)

**ED 107 897 95 CE 004 008**

[Secondary Career Education Activities: Science.]

Radford City Schools, Va.  
Spons Agency—Office of Education (DHEW),  
Washington, D.C.

Bureau No—V361010L

Grant—OEG-0-73-2990

Note—28p.; For related documents, see CE 003  
996-CE 004 007 and CE 004 009-010

Available from—Kuhn Barnett Elementary  
School, 4th and Pendleton Streets, Radford,  
Virginia, 24141 (K-3 (39 units) \$5.00; 4-7 (42  
units) \$5.00; Special Education (18 units)  
\$5.00; 8-12 (107 units) \$10.00)

**EDRS Price MF-\$0.76 HC-\$1.95 PLUS**

### POSTAGE

Descriptors—Astronomy, \*Career Education,  
Chemical Reactions, \*Curriculum Guides,  
Electrical Occupations, Engineering Technol-  
ogy, \*High School Curriculum, Integrated Cur-  
riculum, Meteorology, Occupations, Oceanol-  
ogy, Photography, Radiation, Resource Materi-  
als, \*Science Curriculum, \*Secondary Educa-  
tion

Identifiers—\*Radford Career Education Program

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pilot project to integrate career education con-  
cepts with subject matter in secondary grades.  
The units are designed to reveal career orien-  
tation aspects of traditional topics within five major  
subject areas: English, social studies, mathe-  
matics, science, and health and physical educa-  
tion. The lesson plans are presented in brief out-  
line form, but activities range from those of short  
duration to several weeks. All provide broad ob-  
jectives, performance objectives, lesson  
procedures, and materials and resources in all  
media. The units in science directed to grades 8-  
12 cover five activities in electricity and related  
jobs, weather, the solar system, sea topography,  
mineralogy, photography as related to physical  
optics, nuclear chemistry, chemical changes, and  
machines. (MDW)

**ED 107 898 95 CE 004 009**

[Secondary Career Education Activities: Social  
Studies.]

Radford City Schools, Va.  
Spons Agency—Office of Education (DHEW),  
Washington, D.C.

Bureau No—V361010L

Grant—OEG-0-73-2990

Note—58p.; For related documents, see CE 003  
996-CE 004 008 and CE 004 010

Available from—Kuhn Barnett Elementary  
School, 4th and Pendleton Streets, Radford,  
Virginia, 24141 (K-3 (39 units) \$5.00; 4-7 (42  
units) \$5.00; Special Education (18 units)  
\$5.00; 8-12 (107 units) \$10.00)

**EDRS Price MF-\$0.76 HC-\$3.32 PLUS**

### POSTAGE

Descriptors—\*Career Education, \*Curriculum  
Guides, \*High School Curriculum, Integrated  
Curriculum, Occupations, Resource Materials,  
\*Secondary Education, \*Social Studies, Units  
of Study (Subject Fields)

Identifiers—\*Radford Career Education Program

The guide is one of a series developed in a  
pilot project to integrate career education con-  
cepts with subject matter in secondary grades.  
The units are designed to reveal career orien-  
tation aspects of traditional topics within five major  
subject areas: English, social studies, mathe-  
matics, science, and health and physical educa-  
tion. The lesson plans are presented in brief out-  
line form, but activities range from those of short  
duration to several weeks. All provide broad ob-  
jectives, performance objectives, lesson  
procedures, and materials and resources in all  
media. The units in social studies directed to  
grades 8-12 cover armed services, housing,  
archeology, advertising, anthropology, geology,  
history, government, environment, the stock mar-  
ket, consumer education, agribusiness, saving  
money, international service, courts, labor or-  
ganizations, transportation, marine science, car-  
topography, business, banking, and income tax.  
(MDW)

**ED 107 899 95 CE 004 010**

[Secondary Career Education Activities: Health  
and Physical Education.]

Radford City Schools, Va.  
Spons Agency—Office of Education (DHEW),  
Washington, D.C.

Bureau No—V361010L

Grant—OEG-0-73-2990

Note—28p.; For related documents, see CE 003  
996-CE 004 009

Available from—Kuhn Barnett Elementary  
School, 4th and Pendleton Streets, Radford,  
Virginia, 24141 (K-3 (39 units) \$5.00; 4-7 (42  
units) \$5.00; Special Education (18 units)  
\$5.00; 8-12 (107 units) \$10.00)

**EDRS Price MF-\$0.76 HC-\$1.95 PLUS**

### POSTAGE

Descriptors—Air Pollution Control, \*Career Edu-  
cation, \*Curriculum Guides, Dentistry, Disease  
Control, First Aid, \*Health Education, \*High  
School Curriculum, Hobbies, Insurance Occu-  
pations, Integrated Curriculum, Marijuana,  
Mental Health, Motor Vehicles, Nutrition, Occu-  
pations, Physical Education, Resource  
Materials, Safety Education, \*Secondary Educa-  
tion

Identifiers—\*Radford Career Education Program

The guide is one of a series developed in a  
pilot project to integrate career education con-  
cepts with subject matter in secondary grades.  
The units are designed to reveal career orien-  
tation aspects of traditional topics within five major  
subject areas: English, social studies, mathe-  
matics, science, and health and physical educa-  
tion. The lesson plans are presented in brief out-  
line form, but activities range from those of short  
duration to several weeks. All provide broad ob-  
jectives, performance objectives, lesson  
procedures, and materials and resources in all  
media. The units in health and physical education  
directed to grades 8-12 cover sports, disease  
prevention and control, safety, illegal use of  
marihuana, first aid, gun safety, mental health,  
bone fracture, air pollution, nutrition, hobbies  
and crafts, dentistry, insurance, and driving a car.  
(MDW)

**ED 107 900 CE 004 013**

Aronstein, Laurence, Ed.  
Impact on Instructional Improvement: Career  
Education.

New York State Association for Supervision and  
Curriculum Development.

Pub Date 74

Note—33p.

Available from—IMPACT, c/o Dr. George Move-  
sian, Managing Editor, Impact on Instructional  
Improvement, 149 West Broad Street, Bergen-  
field, N. J. 07621 (1-9 copies, \$2.00; 10 or  
more, \$1.50)

Journal Cit—Impact on Instructional Improve-  
ment; v10 n2 1974

**EDRS Price MF-\$0.76 HC-\$1.95 PLUS**

### POSTAGE

Descriptors—\*Career Education, Cooperative  
Education, Educational Change, \*Integrated  
Curriculum, Models, \*Periodicals, Vocational  
Education

The special issue of IMPACT ON INSTRU-  
CTIONAL IMPROVEMENT focuses on career  
education and presents an editorial and six arti-  
cles in that area. The issue's theme editorial, Dif-  
fering Views from Differing Perspectives, is by  
Laurence Aronstein. The articles included are:  
Infusing Career Education Concepts in the Cur-  
riculum, Albert J. Pautler, Jr.; Career Education—  
Interlude of Vocationalism or Emerging Curricu-  
lum Cluster?, Gordon Cawelti; Career Education  
in New York State, Robert S. Seckendorf; Career  
Education—Focal Point for Change, Marilyn F.  
Macchia; School-Industry Cooperative Career  
Education: A District Model, Donald M. Clark;  
and Career Education—Where Have I Heard This  
Song Before?, Diane Gess. A final article by Sally  
Evans is Using Teacher Evaluation Instruments  
Effectively. (NH)

**ED 107 901 CE 004 014**

Draper, James A.  
University of Toronto Theses Research Relating to  
Adult Education: An Interdisciplinary Analysis:  
1900-1970.

Ontario Inst. for Studies in Education, Toronto.  
Dept. of Adult Education.

Pub Date Nov 74

Note—78p.

**EDRS Price MF-\$0.76 HC-\$4.43 PLUS**

### POSTAGE

Descriptors—\*Adult Education, \*Annotated  
Bibliographies, \*Doctoral Theses, \*Inter-  
disciplinary Approach, \*Masters Theses

The main purpose of the study of these writ-  
ten at the University of Toronto, is to give exam-  
ples of research conducted in other disciplines  
from which adult education might benefit, thus  
emphasizing the strengthening of the interdis-  
ciplinary nature and awareness of adult educa-  
tion. Part 1 contains annotations of 62 theses, con-  
ducted between 1912 and 1970, listed alphabeti-  
cally by author, conducted mainly in the humani-  
ties and social sciences (anthropology, education,  
English, geography, history, library science,  
planning, political science, psychology, public ad-  
ministration, social work, and sociology) but con-  
sidered relevant to adult education. Access to the  
theses in Part 1 is by way of an author index and  
a critical concepts index. Theses in Part 2 are not  
annotated but are listed alphabetically by author  
under three headings: theses conducted within  
adult education at the Department of Educational  
Theory for the period 1965 to 1970; theses con-  
ducted within the school of social work between  
1948 and 1968; and theses conducted within  
other disciplines between 1900 and 1969. A list  
of subject matter headings under which the study  
was initially organized is appended. (SA)

**ED 107 902 CE 004 015**

Draper, James A.  
Adult Education and Community Development in  
Canada: A Survey of Post-Secondary Courses  
and Programmes.

Ontario Inst. for Studies in Education, Toronto.  
Dept. of Adult Education.

Pub Date [74]

Note—33p.

**EDRS Price MF-\$0.76 HC-\$1.95 PLUS**

### POSTAGE

Descriptors—\*Adult Education, Bachelors  
Degrees, \*Community Development, \*Courses,  
Educational Certificates, Educational Change,  
\*Foreign Countries, Masters Degrees, \*Post  
Secondary Education, Program Content, Pro-  
gram Descriptions

Identifiers—\*Canada

The report provides data describing degree,  
certificate, and diploma programs in adult con-  
tinuing education or community development in  
30 Canadian postsecondary institutions. Through  
the use of questionnaires, information was  
gathered on the institutions, programs, courses,  
staff members, and theses in adult education  
since 1970. A summary offers comments on a  
predicted increase in the number of programs  
and on a predicted increase in practicum oppor-  
tunities on the graduate level. Also predicted are  
an expansion of programs to off-campus locations  
and less formally structured programs with more  
interrelationship among instruction, research, and

development. The second half of the publication is devoted to listing and briefly describing the programs, with course titles and names of persons to whom inquiries should be directed. There is also a short bibliography. (MDW)

**ED 107 903** CE 004 016

Edgcomb, Philip L., Comp.

Summary of Research and Developmental Activities in Agricultural Education: North Atlantic Region: 1972-73.

Rutgers, The State Univ., New Brunswick, N.J. Dept. of Vocational-Technical Education.

Pub Date Nov 73

Note—29p.; For related document, see CE 004 017

**EDRS Price MF-\$0.76 HC-\$1.95 PLUS POSTAGE**

Descriptors—\*Abstracts, \*Agricultural Education, Educational Research, Field Studies, \*Research, Research Projects, \*Vocational Agriculture

There has been a decrease in research and development activities focused on agricultural education probably due to expanded research in other areas. The document consists of 20 abstracts of completed studies and a list of 27 studies that were in progress during the preparation of this report. The research abstracts, arranged alphabetically by author, include title, purpose, method, and findings. The studies in progress are listed alphabetically by author. (JB)

**ED 107 904** CE 004 017

Edgcomb, Philip L., Comp.

Summaries of Studies in Agricultural Education: North Atlantic Region: 1971-72.

Rutgers, The State Univ., New Brunswick, N.J. Dept. of Vocational-Technical Education.

Pub Date Nov 72

Note—46p.; For related document, see CE 004 016

**EDRS Price MF-\$0.76 HC-\$1.95 PLUS POSTAGE**

Descriptors—\*Abstracts, \*Agricultural Education, Educational Research, \*Research, Research Projects, \*Vocational Agriculture

There has been a decrease in research and development activities focused on agricultural education probably due to expanded research in other areas. The document consists of 24 abstracts of completed studies and a list of 23 studies that were in progress during the preparation of this document. The studies are arranged alphabetically by author. The abstracts include title, purpose, method, and findings. (JB)

**ED 107 905** CE 004 018

Sanchez, Alex A.

A Feasibility Study on the Establishment of a Fire Fighting Academy for the State of New Mexico.

New Mexico State Univ., Las Cruces. Dona Ana County Occupational Education Branch.

Pub Date Dec 74

Note—68p.

Available from—Mr. Alex A. Sanchez, Director, Dona Ana County Occupational Education Branch, New Mexico State University, Box 3DA, Las Cruces, New Mexico 88003 (No price given)

**EDRS Price MF-\$0.76 HC-\$3.32 PLUS POSTAGE**

Descriptors—Educational Facilities, \*Educational Programs, \*Feasibility Studies, Financial Needs, \*Fire Fighters, \*Fire Science Education, Surveys, Tables (Data), \*Training

Identifiers—Needs Assessment, New Mexico

The report on the desirability and feasibility of establishing the New Mexico State Fire Academy and firemen training program is presented in three parts: (1) the result of a survey of firemen training, (2) a proposal for a total system of firemen training, and (3) an analysis of the cost of implementing this program of training and education. The survey instrument was a self-analysis questionnaire in which firemen and fire chiefs assessed their own competence in fire fighting in 12 major categories. From this data, the needs for a program were assessed. The proposed program of the new fire fighting academy notes three components: (1) a regular program of intensive basic and advanced firemanship courses, (2) an extensive program of specialized courses and seminars taught both at the academy and at local fire departments, and (3) support programs for local training including curriculum planning and development, development and

refinement of media and related support services, instructor training, and student records management. These three responsibilities and cost estimates are discussed and assessed. Tables present the questionnaire data and cost estimates. Appendixes contain resolutions, memorials, tables on the quality of firemen training and skills, and a description of proposed academy facilities. (Author/JB)

**ED 107 906** CE 004 019

Syllabus for a Course of Instruction, Preparing the Nurse's Assistant.

New York State Education Dept., Albany. Bureau of Secondary Curriculum Development.

Pub Date 74

Note—57p.

**EDRS Price MF-\$0.76 HC-\$3.32 PLUS POSTAGE**

Descriptors—Behavioral Objectives, \*Course Content, \*Curriculum Guides, \*Health Occupations Education, \*Nurses Aides, Resource Materials, \*State Curriculum Guides, State Standards

Identifiers—\*New York

The rapidly increasing need for persons trained to assist the nursing staff of health facilities presents occupational education programs with both an opportunity and a duty. This course syllabus is designed for the instruction of nurse's assistants and is the minimum course content acceptable for State credit. A program of supervised experience in hospital, clinic, and nursing home environments should be an integral part of instruction. The paramount objective of instruction is graduate employability. The syllabus' introduction contains recommendations regarding selection of teachers and students, suggests ancillary studies, and explains the use of the syllabus in developing a locally effective course of study. Section 1 focuses on orientation to the world of work (overview and health care industry). Section 2 concentrates on the foundations of nursing assisting (part of nursing team, patient's environment, and patient). Section 3 covers the development of the nurse's assistant skills (anatomy, physiology, and by systems). Section 4 examines preparation for employment (occupational experience and job application). Each section is divided into individual units of study describing content, objectives, and teaching suggestions. A resource list of materials in a variety of media, a source directory, and a family health organizations directory complete the document. (Author/JB)

**ED 107 907** CE 004 020

Frehner, Verl L.

Getting Career Education On!

Nevada Occupational Research Coordinating Unit, Reno.

Pub Date Mar 74

Note—5p.

Available from—Nevada Research Coordinating Unit, Room 201, College of Education, University of Nevada, Reno, Nevada 89507 (No charge)

Journal Cit—Nevada RCU Report; n26 p1-4 Mar74

**EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE**

Descriptors—Career Awareness, \*Career Education, Career Planning, Counseling Services, Curriculum Development, \*Elementary Secondary Education, Occupations, \*Program Descriptions, \*Program Development, Program Planning, Vocational Counseling, Work Experience Programs

A proposed career education program in the Clark County, Nevada, school district is described, based on the following components: career awareness at the elementary school level; greater awareness and investigative and exploratory experiences at the intermediate level; continued exploratory experiences, curriculum for a purpose, and correlated work experiences at the secondary level; and, finally, career directional counseling at departure from high school. In Clark County schools, the two-and-one-half-year program development will provide: awareness of the world of work through the elementary level social science curriculum (curriculum guides are being prepared), greater understanding of various occupations through specially prepared films for sixth and seventh grades, and self-awareness and identification with various careers for eighth grade students through a series of eight special

two-day sessions of films and classroom activities. Other plans include profile counseling for intermediate and high school students to aid decision making, work experience correlated with course work for high school, and career directional counseling for students leaving school. A 27-member career education advisory committee has been established for the county. (MDW)

**ED 107 908** CE 004 021

Vocational Carpentry Curriculum Guide.

Virginia Polytechnic Inst. and State Univ., Blacksburg. Dept. of Education.; Virginia State Dept. of Education, Richmond. Div. of Vocational Education.

Pub Date Apr 73

Note—130p.

**EDRS Price MF-\$0.76 HC-\$6.97 PLUS POSTAGE**

Descriptors—Building Trades, \*Carpenters, Construction (Process), Course Content, Course Objectives, \*Curriculum Guides, Hand Tools, \*Resource Materials, Resource Units, \*Secondary Education, Teacher Developed Materials, \*Vocational Education

Identifiers—\*Carpentry

The carpentry curriculum guide was developed as a basic guide to be used by instructors in formulating their own courses of study. The material is designed for use in vocational carpentry classes at grade levels 10, 11, and 12. Planned as a two-year sequence, it incorporates 1080 class hours of instruction and emphasizes light or residential type construction. A statement on vocational education philosophy, an outline of objectives, a job description, and a suggested block time schedule are followed by 11 blocks of instruction: orientation, hand and portable power tools, foundation and forms, floor and wall framing, roof framing, roof covering, exterior wall finishes and trim, insulation and interior wall and ceiling finishes, interior trim, stair building, and pre-employment. Instructional blocks are organized under the headings of units of instruction, information, skill-development activities, and instructional aids. Appendixes (which provide unit guide examples for block two; lists of suggested films, filmstrips, slides, transparencies, film loops, books, construction illustrations; pamphlets, handout material, and wall charts; safety rules; and a suggested tool list) comprise nearly two-thirds of the guide. (JR)

**ED 107 909** CE 004 023

Bibliography of Doctoral Dissertations by Year

Completed: 1967-1974.

North Carolina State Univ., Raleigh. Dept. of Adult and Community Coll. Education.

Pub Date [74]

Note—16p.

**EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE**

Descriptors—Adult Basic Education, \*Adult Education, Adult Students, \*Bibliographies, Community Colleges, \*Doctoral Theses, Extension Education, Instructional Staff, Junior College Students, \*Post Secondary Education, Vocational Education

The bibliography cites approximately 150 dissertations completed in the Department of Adult and Community College Education at North Carolina State University. Entries are arranged alphabetically by author under the year of completion, 1967-1974, and cite author, title, and names of dissertation advisors. In general, the dissertations deal with students, personnel, and programs in these areas: extension education, post-secondary education, adult education, adult basic education, and vocational education. (JR)

**ED 107 910** CE 004 024

Career Education Teacher's Guide [Elementary Units].

Rockland County Board of Cooperative Educational Services, West Nyack, N.Y.

Pub Date 74

Note—218p.; For Intermediate Units, see CE 004 025; For Secondary Units, see CE 004 026

**EDRS Price MF-\$0.76 HC-\$10.78 PLUS POSTAGE**

Descriptors—\*Career Awareness, \*Career Education, Course Content, Course Objectives, Curriculum Guides, \*Elementary Education, Primary Grades, Resource Materials, \*Resource Units, Teacher Developed Materials, \*Teaching Guides

Identifiers—Rockland County Career Education Program



The 12 teacher's guides, emphasizing career education and its infusion into existing curriculum, are for the following units of instruction and suggested grade levels: the department store, K-2; the airport, K-3; measurement and its relationship to baking, K-3; people behind the scenes at school, K-3; books, 1-3; can I be a scientist?, 3-5; careers in earth science, 3-5; life and work in early America, 4; explorers—an introduction, 4-5; inventors who lead—careers that follow, 4-5; safety and health in school and industry, 4-5; and headlines and deadlines, 4-6. Each unit is organized under several strategies and major aims, subdivided into categories of objectives, concepts, suggested activities, resources, and evaluation procedures. Some units conclude with a bibliography of additional resource materials. Material in the units is intended to be flexible and easily adapted to the interests and needs of pupils in the class. (Author/NH)

**ED 107 911** CE 004 025  
**Career Education Teacher's Guide [Intermediate Units]**

Rockland County Board of Cooperative Educational Services, West Nyack, N.Y.  
 Pub Date 74

Note—156p.; For Elementary Units, see CE 004 024; for Secondary Units, see CE 004 026

**EDRS Price MF-\$0.76 HC-\$8.24 PLUS POSTAGE**

**Descriptors**—\*Career Awareness, \*Career Education, Course Content, Course Objectives, Curriculum Guides, \*Elementary Education, \*Intermediate Grades, Resource Materials, Resource Units, Teacher Developed Materials, \*Teaching Guides, Units of Study (Subject Fields)

**Identifiers**—Rockland County Career Education Program

The six teacher's guides, emphasizing career education and its infusion into existing curriculum, are for the following units of instruction and suggested grade levels: go metrics, 5-7; where does all our money go?, 6-7; let's go—travel, 6-8; life style and the Hudson River Valley, 7; economic awareness, 8; and the rise of American business, 8. Each unit is organized under several strategies and major aims, subdivided into categories of objectives, concepts, suggested activities, resources, and evaluation procedures. Most units conclude with a bibliography of additional resource materials. Material in the units is intended to be flexible and easily adapted to the interests and needs of pupils in the class. (Author/NH)

**ED 107 912** CE 004 026  
**Career Education Teacher's Guide [Secondary Units]**

Rockland County Board of Cooperative Educational Services, West Nyack, N.Y.  
 Pub Date 74

Note—85p.; For Elementary Units, see CE 004 024; for Intermediate Units, see CE 004 025

**EDRS Price MF-\$0.76 HC-\$4.43 PLUS POSTAGE**

**Descriptors**—\*Career Awareness, \*Career Education, Course Content, Course Objectives, Curriculum Guides, Resource Materials, \*Resource Units, \*Secondary Education, Teacher Developed Materials, \*Teaching Guides

**Identifiers**—Rockland County Career Education Program

The four teacher's guides, emphasizing career education and its infusion into existing curriculum, are for the following units of instruction and suggested grade levels: entering the world of work, 5-12; making money with a classroom store, 8-12; meteorologist/radio station, 9; and banking, 9-10. Each unit is organized under several strategies and major aims, subdivided into categories of objectives, concepts, suggested activities, resources, and evaluation procedures. Material in the units is intended to be flexible and easily adapted to the interests and needs of pupils in the class. (Author/NH)

**ED 107 913** CE 004 028  
**Easterling, Lewis C.**

**Career Education: A Prospectus for Businessmen and the Community.**

Michigan State Chamber of Commerce, Lansing.  
 Pub Date 74

Note—17p.  
 Available from—Michigan State Chamber of Commerce, 501 S. Capitol Avenue, Lansing, Michigan 48933 (\$2.00)

Document Not Available from EDRS

**Descriptors**—\*Business Responsibility, Career Awareness, \*Career Education, Career Planning, Community Involvement, \*Cooperative Planning, Cooperative Programs, Coordinators, Literacy, Organizations (Groups), \*Program Coordination, Public Opinion, \*School Industry Relationship, Subemployment  
 Aimed at members of the business community, the handbook describes career education—why it is needed, what it is, how to get it, and what its future holds. The booklet is intended to motivate business leaders to participate in and support career education programs, and reflects Michigan State Chamber of Commerce viewpoints. Touching on problems inherent in non-career-oriented education, the handbook briefly discusses under-employment of educated persons, functional illiteracy, the public image of career education, the occupational cluster concept, and phases of career education: awareness, exploration, preparation, and further education. It outlines the organization and objectives of career education action councils and the roles of a director or coordinator (instruction, counseling and job placement, provision of materials and services). Suggestions for initiating cooperation among school, community and industry are given in step-by-step format. Finally, a brief presentation outlines the future of jobs and job preparation. A community resources questionnaire, bibliography, and reproduction of a poster are appended. (MDW)

**ED 107 914** CE 004 032  
**Managing Highway Maintenance: Instructor's Guide: For Training in Managing Highway Maintenance.**

Federal Highway Administration (DOT), Washington, D.C. Offices of Research and Development.  
 Pub Date Jan 73

Note—99p.

**EDRS Price MF-\$0.76 HC-\$4.43 PLUS POSTAGE**

**Descriptors**—Civil Engineering, Curriculum Guides, \*Maintenance, \*Management Education, Post Secondary Education, \*Road Construction, \*Supervisory Training, \*Teaching Guides, Training Techniques

The guide, intended for use by training officers and field instructors in highway maintenance management, contains five courses with a combined total of 17 units of instruction for maintenance engineers and supervisors. The curriculum incorporates management concepts and practices of State, county, and city maintenance agencies which have implemented a maintenance management system. Section 1, introduction to training in managing highway maintenance, describes design features of the training—the content, levels of instruction, and training approaches. Section 2, training unit catalog, is organized by unit and management level (one, two, and three), and contains brief descriptions and training objectives for each of the 17 model training units. Section 3, managing the training, contains guidelines as to what training officers and field instructors should do to run an effective program. Section 4, how to get the most out of training techniques, provides step-by-step guidelines for conducting lecture-workshop training, group discussions, and group discussions with a case problem. Section 5, training effectiveness, lists six training principles and five suggestions for increasing training effectiveness. (Author/JR)

**ED 107 915** CE 004 033  
**Selman, Gordon R.**

**Adult Education in Vancouver Before 1914. Occasional Papers in Continuing Education, No. 9.** British Columbia Univ., Vancouver. Center for Continuing Education.

Pub Date Feb 75

Note—67p.

Available from—Centre for Continuing Education, The University of British Columbia, Vancouver, Canada V6T 1W5 (\$1.00)

**EDRS Price MF-\$0.76 HC-\$3.32 PLUS POSTAGE**

**Descriptors**—\*Adult Education, \*Educational Alternatives, \*Educational History, Social History Identifiers—Canada, \*Vancouver

Defining adult education in a very broad sense, the paper is an historical survey of the opportunities that were available for both the formal and informal education of adults from the 1860's to 1914. It presents information (drawn to a great extent from contemporary newspaper accounts)

about the educational services provided by libraries; literary, cultural, art, and debating societies; public schools (through night and extension classes); national and regional organizations; special interest groups (for sailors, women, Oriental immigrants, various trades, businesses, and professions); private tutors; commercial schools; and newspapers. It also deals with the involvement of industry and labor unions in the education of its personnel, and with in-service training for teachers and other professionals. Whenever it is available, information about the number and kinds of courses, enrollments, fees, and lecturers is also included. (PR)

**ED 107 916** 95 CE 004 034  
**Clasen, Sherwood W., Ed. And Others**

**Adult Basic Education Staff Development: 1973-1974.**

Minnesota State Dept. of Education, St. Paul. Adult Basic Education Unit.

Spons Agency—Bureau of Adult, Vocational, and Technical Education (DHEW/OE), Washington, D.C.

Pub Date 73

Note—24p.

**EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE**

**Descriptors**—\*Adult Basic Education, \*Adult Educators, Counseling, Educational Programs, \*Inservice Teacher Education, Paraprofessional School Personnel, Program Evaluation, \*Staff Improvement, Statewide Planning, \*Teacher Workshops

**Identifiers**—Adult Education Act 1966, Minnesota, Needs Assessment

The pamphlet contains seven articles describing some of the in-service activities and stating conclusions reached in an adult basic education (ABE) staff development project in Minnesota. The purpose of the project was to establish a permanent delivery system for staff development at the local and State levels. Article titles and authors are: "ABE Staff Development Needs Assessment in Minnesota 1972-73", Dr. Antusa S. Bryant; "University of Minnesota Makes Long-Range Plans for ABE", Dr. Reynold Willie; "Model In-Service Program Developed for ABE Teachers", Dr. Antusa S. Bryant; "Counseling-ABE, Topic of Staff Development Workshop at Brainerd"; "Topical Workshop Presented by Moorhead State College", Dr. John B. Wasson; "ABE Paraprofessional Workshops", Dr. Antusa S. Bryant; and "Evaluation Report", Benjamin F. Bryant and Paul D. Brodersen. (Author/NH)

**ED 107 917** 95 CE 004 035  
**Plans for Staff Development and Dissemination in Adult Basic Education: Region IV.**

Southern Regional Education Board, Atlanta, Ga. Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date Nov 74

Note—63p.; Not available in hard copy due to marginal reproducibility of original document

**EDRS Price MF-\$0.76 HC-\$3.32 PLUS POSTAGE**

**Descriptors**—\*Adult Basic Education, \*Adult Educators, Educational Planning, Educational Resources, Educational Responsibility, \*Information Dissemination, Models, Regional Planning, \*Statewide Planning, Teacher Education, \*Teacher Improvement

**Identifiers**—Region IV

The document presents professional adult basic education staff development plans of States in Region Four (Alabama, Florida, Georgia, Kentucky, Mississippi, North Carolina, South Carolina, and Tennessee). The plans are an attempt to systematically record the educational resources that have been built and the relationships and roles that each resource has assumed, including stable systems built for continuing staff development and dissemination. The State adult basic education staff improvement plans present objectives, rationales, resources, roles and responsibilities of local and university programs, strategies, evaluation procedures for staff development/dissemination plans, dissemination models, delivery systems, and State departments of education functions. (Author/NH)

**ED 107 918** CE 004 036  
**Testing Guidelines for Adult Basic Education and High School Equivalency Programs.**

New Jersey State Dept. of Education, Trenton. Office of Adult Basic Education.

Pub Date 73

Note—187p.

**EDRS Price MF-\$0.76 HC-\$9.51 PLUS POSTAGE**

Descriptors—Achievement Tests, \*Adult Basic Education, Adult Education Programs, Adult Students, Diagnostic Tests, Educational Improvement, \*Educational Testing, English (Second Language), Guides, \*High School Equivalency Programs, Program Improvement, Screening Tests, \*Standardized Tests, Student Testing, Test Interpretation, Test Reliability, Test Reviews, \*Test Selection, Test Validity

The document is a handbook, designed to assist directors, teachers, and counselors in adult basic education (ABE) and high school equivalency programs to plan an overall testing program by offering how-to-do-it ideas in layman terms. It was developed by a group of experienced ABE practitioners to improve testing efforts in adult education programs in New Jersey. Part One, "Testing," offers three areas of basic information: (1) improving educational programs through the use of standardized tests; (2) designing an effective testing program; and (3) testing English as a Second Language (ESL) students. Part Two, "Test Reviews," provides a condensation of pertinent information and suggests specific tests for identifiable purposes. Twenty specific tests of four types are reviewed: screening, achievement, diagnostic, and ESL. The test review format is intended to provide a structure for examining and evaluating tests which may be published in the future. The narrative section of the book was also constructed to be of value in the future, with the expectation that testing may be constantly changing as better instruments are developed. (Author/AJ)

**ED 107 919**

CE 004 037

**A Bibliography of Materials: Adult Basic Education: Wyoming.**

Kalamazoo Library System, Mich.; Wyoming State Dept. of Education, Cheyenne. Adult Basic Education Div.

Note—172p.

**EDRS Price MF-\$0.76 HC-\$8.24 PLUS POSTAGE**

Descriptors—\*Adult Basic Education, \*Annotated Bibliographies, Audiovisual Aids, \*Indexes (Locators), Instructional Materials, Resource Materials  
Identifiers—\*Wyoming

The document is an annotated bibliography of curriculum materials, machines, and equipment produced prior to 1966 and available to assist adult basic education students, developed for the State of Wyoming Department of Education. The materials are arranged alphabetically by author under 38 subject headings: adult education and teaching methods; atlases, dictionaries, and encyclopedias; audiovisual materials and teaching machines; bibliographies; citizenship and naturalization; communication writing; consumer education; counseling and guidance; dropouts; education; educational tests and measurement; English language study and teaching; geography; handicraft; health; anatomy, physiology, and nursing; United States; home and family living; illiteracy; libraries; libraries and literacy; mathematics study and teaching; parent education; penmanship; periodicals; phonics; poverty; readers; reading study and teaching; teaching experimental methods; science; spelling; sociology; youth vocabulary; vocational education; volunteer workers; easy reading for adults; and equipment in the adult reading center. Entries are indexed by author, title, and subject, and include publisher, page number, cost, date of publication, location, and a brief description of each entry. (BP)

**ED 107 920**

CE 004 040

**Cameron, Walter A.**  
**Elementary Information Needed for Occupational Exploration Report.**

Tennessee State Board for Vocational Education, Nashville.; Tennessee Univ., Knoxville. Occupational Research and Development Coordinating Unit.

Spons Agency—Tennessee Valley Authority, Knoxville.

Pub Date Apr 74

Note—49p.; For Teacher's Guide, see CE 004 043; For Junior High, see CE 004 042; For Secondary INFOE, see CE 004 041

**EDRS Price MF-\$0.76 HC-\$1.95 PLUS POSTAGE**

Descriptors—\*Career Awareness, \*Career Education, Career Exploration, \*Elementary Educa-

tion, Feasibility Studies, Information Dissemination, \*Instructional Materials, Material Development, Microfilm, Occupational Clusters, Occupational Information, \*Program Evaluation, Student Testing, Tables (Data), Teacher Attitudes, Vocational Development  
Identifiers—\*Elementary INFOE, Information Needed For Occupational Exploration, Tennessee

The elementary INFOE (Information Needed For Occupational Exploration) study for grades 4-6 was conducted to assess the feasibility of establishing an articulated program of career information for students at the elementary school level. Background for the study and the development of the materials is discussed. The major guideline for the INFOE materials was to provide students at the elementary level with basic information on career clusters and general information on specific job titles through a service that reproduced career briefs on microfilm aperture cards introducing a cluster and describing specific job titles. The design and conduct of the study is reviewed. The entire package of 15 INFOE clusters was given to students at each grade level for a given period of time. Teachers completed a 10-item questionnaire, and students were pretested and posttested with a career awareness test. The data and the overall favorable responses for each grade level are presented in tabular form. The findings, conclusions, and recommendations suggest revision on the fourth grade level, division of clusters for each grade level, and additional research regarding alternative materials. A list of schools involved in the study and the career awareness instrument are appended. (JB)

**ED 107 921**

CE 004 041

**Cameron, Walter A., Comp.**

**Guide to Secondary INFOE for Counselors and Students.**

Tennessee State Board for Vocational Education, Nashville.; Tennessee Univ., Knoxville. Occupational Research and Development Coordinating Unit.  
Pub Date [74]

Note—126p.; For Elementary INFOE, see CE 004 040; For Junior High, see CE 004 042; For Teacher's Guide, see CE 004 043

**EDRS Price MF-\$0.76 HC-\$6.97 PLUS POSTAGE**

Descriptors—Career Awareness, Career Education, Cluster Grouping, Educational Programs, \*Indexes (Locators), Instructional Materials, Material Development, Microfilm, \*Occupational Clusters, \*Occupational Information, Program Evaluation, Program Guides, Schools, \*Secondary Education, \*Vocational Counseling, Vocational Development, Vocational Education

Identifiers—INFOEscript, Information Needed for Occupational Entry, \*Secondary INFOE, Tennessee

Secondary INFOE (Information Needed for Occupational Entry) is a service which enables counselors to provide localized career and educational information to students. The key to the INFOE service is the INFOEscript, a career brief developed for student use in the form of a microfilm aperture card. Each brief describes a specific job title. An alphabetical list of job titles for which there are briefs comprise the Career Deck. A Program Offering Deck provides information on vocational and technology programs offered in Tennessee; the Institution Deck informs students of postsecondary institutions in Tennessee and surrounding States. The development of the materials, directions for use of the cards, and their implementation are discussed. The INFOE pilot study and its evaluation are described. A brief description of the K-14 INFOE program is included. The supplementary materials for the counselor contain an alphabetical and numerical listing of the job titles in the Career Deck and a matrix of programs offered in the State area vocational schools, State community colleges, and State teacher institutes. For the students, a sample job title INFOEscript, directions for using the INFOE Career Deck, and information on the Program Offering Deck and on the postsecondary Institution Deck are presented. (JB)

**ED 107 922**

CE 004 042

**Cameron, Walter A., Comp. And Others**  
**Guide to Junior High INFOE.**

Tennessee State Board for Vocational Education, Nashville.; Tennessee Univ., Knoxville. Occupational Research and Development Coordinating Unit.

Pub Date [75]

Note—95p.; For Elementary INFOE, see CE 004 040; For Secondary INFOE, see CE 004 041; For Teacher's Guide, see CE 004 043

**EDRS Price MF-\$0.76 HC-\$4.43 PLUS POSTAGE**

Descriptors—\*Career Awareness, \*Career Education, Career Exploration, Cluster Grouping, Indexes (Locators), Instructional Materials, Interest Tests, \*Junior High Schools, Learning Activities, Microfilm, \*Occupational Clusters, Occupational Information, \*Teaching Guides, Vocational Development

Identifiers—Information Needed for Occupational Exploration, \*Junior High INFOE, Tennessee

The Junior high INFOE (Information Needed For Occupational Exploration—In Depth) program adds career concepts and an occupational information system to a K-14 career information program. The guide, designed for grades 7-9, contains units covering introductory activities and information on careers and job titles for 8 of the 15 career clusters. A proposed pilot study and evaluation and the description of the overall K-14 program are discussed. The seventh grade clusters are agri-business and natural resources, business and office, communications and media, and construction. Eighth grade students study health, marketing and distribution, public services, and transportation. Ninth grade students review all eight clusters. The key to the INFOE system is the INFOEscript, a five-page career brief written for each job title that is reproduced on microfilm aperture cards. General suggestions for the implementation of INFOE and the directions for using the materials for each grade level are presented. Learning activities have been developed for various subject areas. The alphabetical listing and descriptive information on vocational programs, interest inventories for the three grades, inventories of career clusters and job titles for both seventh and eighth grades, and word jumbles and crossword puzzles for the three grades are appended. (JB)

**ED 107 923**

CE 004 043

**Cameron, Walter A.**

**Teacher's Guide to Elementary INFOE.**

Tennessee State Board for Vocational Education, Nashville.; Tennessee Univ., Knoxville. Occupational Research and Development Coordinating Unit.

Spons Agency—Tennessee Valley Authority, Knoxville.

Pub Date Nov 74

Note—95p.; For Elementary INFOE, see CE 004 040; For Secondary INFOE, see CE 004 041; For Junior High, see CE 004 042

**EDRS Price MF-\$0.76 HC-\$4.43 PLUS POSTAGE**

Descriptors—\*Career Awareness, \*Career Education, Career Exploration, Cluster Grouping, \*Elementary Education, Grade 4, Grade 5, Grade 6, Instructional Materials, Interest Tests, Learning Activities, \*Occupational Clusters, Occupational Information, \*Teaching Guides, Vocational Development

Identifiers—\*Elementary INFOE, Information Needed For Occupational Exploration

The elementary INFOE (Information Needed For Occupational Exploration) program is a means of adding career concepts and an occupational information system to a K-14 career information program. The teacher's guide, designed for the elementary grades (4-6), contains units covering introductory activities to 15 career clusters and general information on job titles, and utilizes cluster interest testing. A summary of the pilot study outlines the objectives, methods, data source, conclusions, and recommendations. The elementary INFOE materials and guidelines for their use are described. Career concept definitions, general suggestions, and a reference list complete the first section. In the second section, each unit includes instructions for the teacher, brief descriptions for five selected career clusters and their job families, and suggested individual and group learning activities. The fourth grade examines agri-business and natural resources, business and office, communications and media, construction, and consumer and homemaking clusters. The environment, fine arts and humani-



ties, health, hospitality and recreation, and manufacturing clusters are presented in grade five. For the sixth grade, marine science, marketing and distribution, personal services, public services, and transportation are examined. The career clusters and job titles, interest inventories, and vocabulary for each cluster are appended. (JB)

**ED 107 924** 95 CE 004 044

*Turpin, Jerry Bell, Lorraine P.*  
**Teacher's Guide to Career Education; Project SPAN.**

Memphis City School System, Tenn.  
Spons Agency—Bureau of Adult, Vocational, and Technical Education (DHEW/OE), Washington, D.C.

Bureau No.—0-361-0115

Pub Date 73

Contract—OEC-0-70-5181

Note—277p.; For Elementary Units, see CE 004 045

**EDRS Price MF-\$0.76 HC-\$14.59 PLUS POSTAGE**

**Descriptors**—Activity Units, \*Career Education, Classroom Materials, Educational Television, Elementary Education, Grade 4, Grade 5, Grade 6, \*Intermediate Grades, \*Learning Activities, \*Occupational Clusters, \*Teaching Guides

**Identifiers**—SPAN, Start Planning Ahead Now, Systems Program Approaching Nonunemployment

The teacher's guide is intended for use in conjunction with 15-minute instructional television lessons featuring occupational clusters (construction, communications and media, business and office, health, industrial, transportation, public and personal services, consumer and homemaking, marketing and distribution), for fourth, fifth, and sixth grades and contains materials for classroom preparation and for followup activities. Each lesson guide includes a brief summary of the film, specifies what children should know about it, and outlines related projects. Preparation materials are vocabulary words, posters, and related math or science problems. Hands-on projects using tools and materials available to classroom teachers are emphasized; they are accompanied by detailed instructions. The guide is heavily illustrated with drawings which may also be used with a K-6 curriculum guide developed by Project SPAN (Start Planning Ahead Now or Accelerated Project for a Systems Program Approaching Non-unemployment of Vocational Students). CE 004 045. (MDW)

**ED 107 925** CE 004 045

*Bell, Lorraine P., Comp.*

**Elementary Career Education Units for Integration in Subject Areas at Grades Kindergarten through Six; Project SPAN.**

Memphis City School System, Tenn.

Pub Date 74

Note—214p.; For Teacher's Guide, see CE 004 044

**EDRS Price MF-\$0.76 HC-\$10.78 PLUS POSTAGE**

**Descriptors**—\*Activity Units, Art Activities, \*Career Awareness, Career Education, Classroom Games, \*Curriculum Guides, \*Elementary Education, Integrated Curriculum, Language Arts, Mathematics Curriculum, \*Occupational Clusters, Primary Education, Resource Materials, Science Activities, Self Concept, Student Evaluation

**Identifiers**—SPAN, Start Planning Ahead Now, Systems Program Approaching Nonunemployment

Units in the curriculum guide are presented in two sections, K-3 and 4-6, and emphasize hands-on activities, role-playing, resource persons, field trips, and classroom career corners. Organized on the career cluster concept, the K-3 units cover self-concept, home and family, familiar community occupations, zoo animals, travel, school, and the hospital. Transportation, communications, health, and merchandising and distribution are covered in the fourth through sixth grade section. Most units include introductory or motivational material; content or plans for instruction in language arts, science and math, art, and other areas; books and resources in many media; songs and rhythms, and suggestions for student evaluation. Appendices contain an example of a classroom career corner and 21 pages of additional activities for kindergarten through sixth grade. (MDW)

**ED 107 926**

*Fenenbock, Michael C., Comp.*

**Education Tomorrow: A Collection of Articles From Mountain-Plains.**

Mountain-Plains Education and Economic Development Program, Inc., Glasgow AFB, Mont.

Pub Date [74]

Note—72p.

**EDRS Price MF-\$0.76 HC-\$3.32 PLUS POSTAGE**

**Descriptors**—\*Career Education, Career Planning, Communication Skills, Community Development, \*Comprehensive Programs, Counseling Programs, \*Family Programs, Human Development, Mathematical Applications, Models, Recordkeeping, \*Residential Programs, \*Rural Education, Student Placement, Student Testing, Transportation, Vocational Education

**Identifiers**—Mathematical Skills, Montana, \*Mountain Plains

The booklet contains 18 articles, essentially journalistic efforts typically organized according to the categories overview, research, education, human growth and development, and support, which describe the Mountain-Plains Program, a regional program in comprehensive family career education in Montana. Article titles and their authors are: Educational Needs in Rural Areas, Michael Fenenbock; What is "Career Education"? T. R. Flores; Mountain-Plains: Some Unique Qualities, Rowan W. Conrad and Michael C. Fenenbock; Mountain-Plains: A Missing Link in Education, Rowan W. Conrad; Key Research Concepts Reviewed, David A. Coyle; Testing at Mountain-Plains, Robert Pollack; Educational Directions, Bruce C. Perryman; Education for Today, Richard H. Mutterer; Math for Careers, William Connors and Richard Berg; Career Training Featuring Communication Skills, Jon K. Gormley; Mobility and Transportation Training, Walt Osland; Career Guidance at Mountain-Plains, Richard Manley; Mountain-Plains Counseling Program Methods, Rowan W. Conrad; The Community Development Program at Mountain-Plains, Chuck Schank; Mountain-Plains Job Development and Placement Services, George Faith; Student Recordkeeping Design at Mountain-Plains, Gary Smith and Luther Robison; and Student Placement, James West. (JR)

**ED 107 927**

*Vild, Debra*

**The Future Me: Fifth Grade. Revised.**

Arizona State Dept. of Education, Phoenix.

Pub Date 74

Note—264p.

**EDRS Price MF-\$0.76 HC-\$13.32 PLUS POSTAGE**

**Descriptors**—\*Career Education, Course Content, Course Objectives, \*Curriculum Guides, Elementary Education, Evaluation, \*Grade 5, Instructional Materials, Language Arts, Lesson Plans, Occupations, Performance Criteria, Resource Materials, \*Resource Units, Social Studies, Student Interests

Affording flexibility to the instructor, the fifth-grade career education unit in social studies and language arts contains a description of its design, an overview, and an instructional sequence of 14 lessons. Lesson titles are: paths to occupational preparation; paths some workers take; paths to possible careers; tickets to success; success and specific abilities; abilities workers need; how I see myself; identification of interest factors; identification of occupations related to interest factors; state your preference; categorization of school activities; categorization of occupations; identification of personal preferences; and my first occupational profile. Each detailed lesson is organized under headings of concepts, performance objectives, lesson time, prerequisite knowledge, resources required, instructor preparation tasks, instructional procedures, assessment procedures, and assessment items. Instructional strategies, which include role playing, discussion, question and answer, giving directions, and pantomime, are appended, as are a copy of the learner's finished product (with sections on paths to careers, tickets to success, choose your guides, sights to consider, the future me, and a glossary) and a bibliography. (JR)

**ED 107 928**

*DeCrow, Roger*

**New Learning for Older Americans: An Overview of National Effort.**

CE 004 047

Adult Education Association of U.S.A., Washington, D.C.

Spons Agency—Administration on Aging (DHEW), Washington, D.C.

Pub Date [74]

Note—162p.

Available from—Adult Education Association of the U.S.A., 810 18th Street, N.W., Washington, D.C. 20006 (\$3.00)

**EDRS Price MF-\$0.76 HC-\$8.24 PLUS POSTAGE**

**Descriptors**—\*Adult Education, \*Adult Programs, \*Annotated Bibliographies, Community Involvement, Data Collection, \*National Surveys, \*Older Adults, Program Development, Program Planning, School Community Relationship, Senior Citizens, Supplementary Educational Centers, Tables (Data)

The summary overview of educational and learning-related programs for adults age 62 and over is based on a national study for the Administration on Aging. It contains data on 3,500 programs reported in a 20-item questionnaire survey based upon: subjects of study; methods and location; attitudes and problems; and a wide range of administrative practices. Various methods to sustain this educational movement are suggested and there are detailed data tabulations for the following major providing agencies: formal educational agencies (schools, universities, and colleges); learning-related agencies (cooperative extension services, libraries, museums, and parks and recreation centers); and community organizations (churches, senior centers, employers, and others). An annotated bibliography of 176 items arranged in 22 categories comprises one-third of the document. It is noted that all data from the study, the literature collection, program materials, and other materials from the study are available for study and use by interested persons. (Author/NH)

**ED 107 929**

*Coleman, Edward R. And Others*

**The Career Management and Utilization of Reserve Component USAWC Graduates.**

Army War Coll., Carlisle Barracks, Pa.

Report No.—AD/A-000-592

Pub Date 3 Jun 74

Note—70p.

Available from—National Technical Information Service, Springfield, Virginia 22161 (AD-A000-592, MF \$2.25; HC \$4.25)

**Document Not Available from EDRS**

**Descriptors**—\*Curriculum, \*Curriculum Evaluation, Manpower Utilization, \*Military Training, \*Officer Personnel, Personnel Selection

**Identifiers**—Reserve Officers, US Army War College Nonresident Course

A study of the Reserve Component officers attendance of the U. S. Army War College (USAWC) Nonresident Course is presented. The areas receiving primary attention are: prerequisites, selection procedures, curriculum, and subsequent utilization. The purpose is to evaluate the current system of achieving a USAWC education. The objective of the study is to propose recommendations designed to improve the current system. (NTIS)

**ED 107 930**

CE 004 053

**Report of the Advisory Committee on the Schaefer-Kaufman Recommendations entitled Occupational Education for Massachusetts.**

Massachusetts Advisory Council on Education, Boston.

Pub Date Apr 70

Note—34p.; For the Massachusetts Advisory Council's Report, see ED 029 107

**EDRS Price MF-\$0.76 HC-\$1.95 PLUS POSTAGE**

**Descriptors**—Adult Education, \*Career Education, Cooperative Education, Educational Facilities, Educational Programs, \*Elementary Secondary Education, Interdisciplinary Approach, \*Post Secondary Education, Program Administration, Program Planning, \*Reports, State Boards of Education, State Departments of Education, State Programs, Statewide Planning, Teacher Education, \*Vocational Education

The report reviews the recommendations made in an earlier study of occupational education in Massachusetts. The report stresses the need at the secondary level for broadly-conceived interdisciplinary programs which effectively integrate occupational experiences with all general education values, and recommends 50 percent State

funding for such programs. It suggests that Occupational Institutes be formed in existing vocational schools to provide programs and resources for occupational, adult, and cooperative education. It recommends that community colleges assume responsibility for post-secondary career programs, under regional planning committees chaired by community college presidents. The report recommends the formation of an institute of occupational education to develop materials for both teacher education and occupational programs, and incorporate the most recent findings about teaching and learning into teacher education methods. It recommends that the State Department of Education administer and serve occupational programs in all schools at all levels K-14, articulate its efforts with other appropriate agencies, and annually report on State manpower needs. The report finally recommends that the State Board of Education define and enforce minimum opportunity standards for occupational education in all communities. James J. Hammond's paper "On Teacher Education for Occupational Education" is included. (JR)

**ED 107 931** CE 004 054

Pascal, Anthony H.

**An Evaluation of Policy Related Research on Programs for Mid-Life Career Redirection: Vol. 1—Executive Summary.**

Rand Corp., Santa Monica, Calif.

Spons Agency—National Science Foundation, Washington, D.C. RANN Program.

Report No.—R-1582/1-NF

Pub Date Feb 75

Note—38p.; For the major findings, see CE 004 096

Available from—The Rand Corporation, 1700 Main Street, Santa Monica, California 90406 (\$3.00)

**EDRS Price MF-\$0.76 HC-\$1.95 PLUS POSTAGE**

**Descriptors—**Adult Programs, Adults, \*Career Change, Educational Programs, Federal Programs, Foreign Countries, Job Satisfaction, \*Literature Reviews, Manpower Needs, Manpower Utilization, \*Middle Aged, Occupational Aspiration, Policy Formation, Retraining, Special Programs, Vocational Adjustment, Work Attitudes

The report is concerned with the evaluation of existing literature on alternative programs to facilitate mid-life redirection of careers, with a view to identifying how literature in relevant fields can be used by policy makers. The report is a condensed and abbreviated version of the material in Volume 2, Major Findings. Some 300 items of literature were evaluated with reference to internal and external validity and policy relevance. Factors motivating mid-life career change, the rationale for public intervention in redirection, definitions of terms, and target groups are outlined. The literature covered worker dissatisfaction as a factor in redirection; evaluations of education and skill training for older workers, including foreign programs and programs sponsored by government, industry, and unions; and manpower forecasts and career opportunities for redirectors. The adequacy of existing programs and experimental program initiatives are also covered, and followed by recommendations for additional research. (SA)

**ED 107 932** CE 004 055

**Business Data Processing: A Teacher's Guide.**

Virginia State Dept. of Education, Richmond. Business Education Service.

Pub Date Sep 74

Note—198p.

**EDRS Price MF-\$0.76 HC-\$9.51 PLUS POSTAGE**

**Descriptors—**Bibliographies, \*Business Education, \*Course Content, \*Curriculum Guides, \*Data Processing, \*Electronic Data Processing, Resource Materials, Resource Units, Secondary Education

The curriculum guide, which was prepared to serve as an aid to all teachers of business data processing, gives a complete outline for a high-school level course in both Common Business Oriented Language (COBOL) and Report Program Generator (RPG). Parts one and two of the guide together comprise an introduction to data processing, which deals with the elements of a data processing system, and to unit record equipment, which covers keypunch, wiring, printing, program control, and field and class selection.

They contain 24 sections, each of which presents units of instruction, review questions, and laboratory problems. Part three, electronic data processing, contains 10 sections, variously organized, which cover flowcharting, and COBOL and RPG programming. Part four, teaching aids, contains unit record laboratory problems, practice sets dealing with a variety of computer programs, 57 overhead projector foils for both unit record and programming instruction, and a bibliography of books, IBM manuals, and recommended films. (JR)

**ED 107 933** CE 004 056

**Training Plans for Cooperative Office Education: A Guide.**

Virginia State Dept. of Education, Richmond. Business Education Service.

Pub Date Aug 74

Note—196p.

**EDRS Price MF-\$0.76 HC-\$9.51 PLUS POSTAGE**

**Descriptors—**\*Cooperative Education, Guidelines, Job Skills, Job Training, Models, Occupational Information, Office Occupations, \*Office Occupations Education, Program Development, \*Program Planning, \*Secondary Education

The guide for coordinators of cooperative office education in Virginia, the work of 138 coordinators participating in 36 in-service workshops, describes specific steps for developing and using training plans in cooperative office education. Five short chapters discuss the what and why of training plans, development and use of model training guides, setting the stage for training plan development, procedures for developing training plans, and using training plans. The bulk of the guide consists of four appendices: a completed training plan (with student's, training sponsor's and coordinator's copies) which describes experiences and training needed (both on-the-job and in class), on-the-job evaluation, and individual related instruction; model training guides giving a job description and experiences and training needed for the jobs of bank clerk, bookkeeper (accounting clerk), cashier, clerk-typist, duplicating machine operator, file clerk, general office clerk, key punch operator, legal secretary, mail clerk, medical secretary, receptionist, stenographer, and transcribing machine operator; a sample training agreement; individual training plans developed by the Virginia Cooperative Office Education Coordinators for the jobs of accounting clerk, clerk-typist, file clerk, general office clerk, legal secretary, mail clerk, medical secretary, and secretary; and a list of workshop participants. (JR)

**ED 107 934** CE 004 057

Meyer, Robert S. And Others

**The Vocational Educator's Role in Career Education.**

Wisconsin State Dept. of Public Instruction, Madison. Bureau for Career and Manpower Development.

Note—11p.

**EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE**

**Descriptors—**\*Career Education, Educational Objectives, Elementary Secondary Education, Employment, \*Occupational Guidance, Post Secondary Education, Self Actualization, Vocational Development, \*Vocational Education Teachers

The pamphlet outlines some specific means by which vocational educators can contribute more to the goals of career education than just the education of students for occupations. The bulk of the pamphlet comprises lists of suggestions designed to help educators to: help students develop self awareness and positive attitudes toward self; help students develop occupational awareness and positive attitudes toward work; provide exploratory work experience; provide job preparation at both high school and post-high school levels; provide career guidance, decision-making experiences, and placement and follow-up services; and contribute to the growth and development of the entire school staff by their concern with their own professional growth and development. (Author/PR)

**ED 107 935** CE 004 058

**Penetrating School Strata Through Career Education (Grades 9-12). Provisional Curriculum Guide.**

Bristol Public Schools, Conn.

Spons Agency—Bureau of Adult, Vocational, and Technical Education (DHEW/OE), Washington, D.C.

Bureau No.—V361170

Pub Date Jan 75

Grant—OEG-0-73-5301

Note—189p.; For other grade levels, see CE 004 059-60

**EDRS Price MF-\$0.76 HC-\$9.51 PLUS POSTAGE**

**Descriptors—**\*Career Education, Course Objectives, \*Curriculum Guides, \*Integrated Curriculum, Learning Activities, \*Resource Units, \*Secondary Education, Teacher Developed Materials, Units of Study (Subject Fields)

The career education curriculum guide for grades 9-12 contains activities that can be integrated with existing curricula. Career education activities are organized under the headings of goals, objectives, materials, procedures, anticipated results, and evaluation within the subject areas of art, business, consumer education, distributive education, English, foreign languages, guidance, health, home economics, humanities, industrial arts, library, mathematics, psychology, physics, chemistry, biology, social studies, and special education. The 50-page appendix contains: a letter of appreciation and career interview questions; a list of affective experiences; a feelings survey; a unit on job application; career speaker questions; a unit on knowing one's self; a job application survey; cluster exploration; suggestions for relating biology to careers; specifications for a volunteer career program; a description of the Volunteers in Action class, an alternative volunteer program; and resource center activities. (Author/NH)

**ED 107 936** 95 CE 004 062

McClure, Larry

**Career Education Survival Manual: A Guidebook for Career Educators and Their Friends.**

Northwest Regional Educational Lab., Portland, Oreg.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date 75

Note—131p.

Available from—Olympus Publishing Company, 1670 E. 13th South, Salt Lake City, Utah 84105 (\$2.95)

**EDRS Price MF-\$0.76 HC-\$6.97 PLUS POSTAGE**

**Descriptors—**Bibliographies, Career Awareness, \*Career Education, Educational Philosophy, Females, Guidance, \*Guides, Manpower Utilization, Occupational Clusters, Planning, Program Development, Resource Materials, Self Concept, Staff Utilization, Vocational Development

The handbook was compiled to help separate and clarify for career educators the concepts and issues of career education. It is intended to be used as a reference work and the following sample topics are discussed alphabetically: a brief look at yourself; articulation; awareness; career development; career education; career guidance; occupational clusters; coordination; decision making; delivery systems; employers; field trips; implementation; integration; labor; manpower programs; midcareer change; nontraditional education; organizational resources; planning and projecting; research and development; staffing; training; values and ethics; women; and work experience. Where appropriate each topical section includes references, and a comprehensive 13-page bibliography is included. (JR)

**ED 107 937** CE 004 063

Spilner, Sarah

**Nontraditional College Routes to Careers.**

Pub Date 75

Note—237p.

Available from—Julian Messner, Division of Simon & Schuster, Inc., 1 West 39th Street, New York, New York 10018 (\$6.95)

**Document Not Available from EDRS**

**Descriptors—**\*Career Planning, \*College Programs, Colleges, \*Educational Alternatives, \*Educational Innovation, Higher Education, Open Education, \*Program Descriptions, Program Guides, Special Degree Programs, Special Programs, Student Needs, Universities

**Identifiers—**Nontraditional Programs

A wide variety of selected innovative or non-traditional programs in accredited two- and four-year American colleges and universities is described, using information derived from an ex-

tensive study covering over 2200 accredited institutions. Although the intent is to aid career preparation, the scope is broader than the title suggests. Chapters group the programs by type of innovation, describing those that offer nontraditional handling of credits, degrees, matriculation, attendance, types of students (mature adults, underprepared), scheduling, degree programs (contractual, proficiency-based, student-designed, dual, bilingual), courses and studies (e.g., homemanship, bioengineering, neglected languages). Multimedia learning and teaching techniques, off-campus programs, study abroad, home study, cooperative education (work-study), interinstitutional cooperation (consortia), universities without walls, external degrees, cluster colleges, middle colleges (last two years of high school and first two years of college), continuing education programs, and programs for women are covered. Each program description includes institutional setting, location, and name of a department or person to contact for further information. A final chapter comments on innovative programs in general, describes additional programs, and lists further readings. The work is indexed. (MDW)

**ED 107 938** CE 004 064  
Bhola, H. S.

Some Introductory Lessons on "Organizational Literacy" for Functional Literacy Workers.

Pub Date Apr 75

Note—46p.; Paper prepared for the International Seminar on the Design of Educational Programs for the Social and Economic Promotion of Rural Women (Teheran, Iran, April 19-24, 1975)

**EDRS Price MF-\$0.76 HC-\$1.95 PLUS POSTAGE**

Descriptors—\*Adult Educators, Functional Literacy, Institutional Role, Institutions, \*Literacy Education, Organization, Organizational Climate, \*Organizational Development, \*Organizational Effectiveness, Organizations (Groups), \*Planning

The organization and mobilization for literacy work consist of two overlapping parts: organizational design and institution building. Organizational design, which covers both the technical and the social system, can be seen to include the following processes: analysis of the institution; invention of roles; invention of rules relating the roles into a purposeful collectivity; and creation of resources. With respect to these processes literacy organizers should: understand the relationship between policy and organization; design fresh roles which illustrate role interdependence; create rules which are flexible and which minimize organizational hierarchies and maximize organizational intelligence and role cooperation; and develop a sharpened awareness of the human aspects of resources and their management. Institution building is relevant since, unlike organizations, organizing campaigns cannot provide the sustained enthusiasm necessary in literacy work. Institution building consists of: enabling the organization to adjust with and gain support from existing institutions; developing linkages, both formal and informal, with persons in those institutions; coping with the environment according to whether it is supportive, inhibitive, or neutral; and obtaining and utilizing resources. By being aware of these factors and of the possibilities that each promises, the literacy worker can increase the probability of institutional success. (JR)

**ED 107 939** CE 004 066

Calitz, Coenraad J. And Others

Job Characteristics, Personal Interests, and Response Disposition of Incumbents as Related to Job Satisfaction. Technical Report No. 8.

Purdue Univ., Lafayette, Ind. Occupational Research Center.

Spons Agency—Office of Naval Research, Washington, D.C. Personnel and Training Research Programs Office.

Report No.—TR-8

Pub Date Oct 74

Note—70p.; Best copy available

**EDRS Price MF-\$0.76 HC-\$3.32 PLUS POSTAGE**

Descriptors—Administrative Personnel, Analysis of Covariance, \*Behavioral Science Research, Correlation, Employees, \*Job Satisfaction, Personal Interests, Self Actualization, \*Statistical Data, Tables (Data), Work Environment

The study employs stepwise regression analysis to relate work and total job satisfaction with the

following measures: job characteristics as reflected by job dimension scores and work quality dimensions, both being based on the Position Analysis Questionnaire; job-related interests expressed by job incumbents, as measured by the Job Activity Preference Questionnaire; the match between incumbents' job characteristics and their expressed job interests; and general affect, measured by a response disposition scale. Data were obtained from 407 workers in 29 jobs (nine management and 20 non-management) in two telephone companies. Results showed significant correlation between the above measures and both satisfaction criteria, with consistently better predictions of work satisfaction than total satisfaction. Also, correlations were higher and predictions better for management jobs than for non-management jobs. When response disposition was partialled out from work satisfaction, predictions did not change significantly. The results support the hypothesis that work content, personal interests, and the match between worker interests and job characteristics have a significant relationship to job satisfaction. Twenty statistical tables are included, as are four appendices, which include biographical and questionnaire data, the Job Activity Preference Questionnaire, the Job Description Index, and the Response Disposition Questionnaire. (Author/JR)

**ED 107 940** 95 CE 004 073

Williams, Grace

A Curriculum Guide for Occupational Orientation and Exploration in Junior High School Home Economics and Industrial Arts.

Memphis City School System, Tenn.

Spons Agency—Bureau of Adult, Vocational, and Technical Education (DHEW/OE), Washington, D.C.

Bureau No.—0-361-0115

Pub Date 71

Contract—OEC-0-70-5181

Note—119p.; For related document, see CE 004 074

**EDRS Price MF-\$0.76 HC-\$5.70 PLUS POSTAGE**

Descriptors—Audiovisual Aids, Career Awareness, \*Career Education, Career Exploration, Clerical Occupations, \*Curriculum Guides, Educational Objectives, Evaluation Methods, Health Occupations, \*Home Economics, \*Industrial Arts, Instructional Materials, \*Junior High Schools, Learning Activities, Occupational Clusters, Occupational Information, Resource Materials, Sales Occupations, Self Actualization, Service Occupations

Identifiers—\*SPAN, Start Planning Ahead Now, Systems Program Approaching Nonunemployment

The specific purpose of the curriculum guide is utilization in industrial arts and home economics of part of the junior high phase of the SPAN Project—An Accelerated Project for a System Program Approaching Non-Unemployment of Vocational Students, or "Start Planning Ahead Now". The document is designed to assist the teacher in providing occupational information to make the students aware of employment opportunities and then select the high school courses that will prepare them for gainful employment. Briefly discussed are the program's organization, general objectives, and various teaching methods. The guide is divided into 12 units: orientation to the World of Work, understanding self and others, home economics, clusters of occupations in home economics, service occupations, clerical and related occupations, health occupations, industrial arts, occupations in mechanics and repairing, occupations in building trades, occupations in printing (graphic arts), and sales occupations. Unit generalizations, objectives, a topical outline of activities and resource materials, and evaluation methods are presented for the two broad subject areas. Units on various occupations present the job title, job description, educational requirements, and desirable personal traits. One-third of the document contains case studies, additional instructional materials, student self-evaluation tests, learning activities, resource materials, and a bibliography. (Author/BP)

**ED 107 941** 95 CE 004 074

Williams, Grace

A Curriculum Guide for Career Education in the Junior High Schools.

Memphis City School System, Tenn.

Spons Agency—Bureau of Adult, Vocational, and Technical Education (DHEW/OE), Washington, D.C.

Bureau No.—0-361-0115

Pub Date 72

Contract—OEC-0-70-5181

Note—76p.; For related document, see CE 004 073

**EDRS Price MF-\$0.76 HC-\$4.43 PLUS POSTAGE**

Descriptors—Audiovisual Aids, \*Career Awareness, \*Career Education, Career Exploration, Career Planning, \*Curriculum Guides, Educational Objectives, Evaluation Methods, Instructional Materials, \*Junior High Schools, Learning Activities, Occupational Clusters, Occupational Information, Resource Materials, Self Actualization

Identifiers—\*SPAN, Start Planning Ahead Now, Systems Program Approaching Nonunemployment

The SPAN (An Accelerated Project for a Systems Program Approaching Non-Unemployment of Vocational Students, or "Start Planning Ahead Now") career education curriculum guide provides activities that will give junior high students exposure to real work situations. Briefly discussed are the program's organization, general objectives, and various teaching methods. The guide is divided into four units: orientation to the World of Work, understanding self and others, integrating career education into subject matter, and career cluster approach to career education. Each of these units consists of unit generalizations, objectives, a topical outline, activities, resource materials, and evaluation methods. Two-thirds of the document contains appended case studies, additional instructional materials, student self-evaluation tests, learning activities, resource materials, and a brief bibliography. (Author/BP)

**ED 107 942** CE 004 094

Copeland, D. Robert And Others

Analysis of Commercial Contract Training.

Naval Training Equipment Center, Orlando, Fla. Training Analysis and Evaluation Group.

Report No.—TAEG-R-13-1

Pub Date Dec 74

Note—167p.

**EDRS Price MF-\$0.76 HC-\$8.24 PLUS POSTAGE**

Descriptors—\*Cost Effectiveness, Curriculum, Educational Programs, \*Industrial Training, Instructional Improvement, \*Instructional Programs, Instructional Technology, Job Skills, \*Job Training, Management Systems, \*Military Personnel, Military Training, Post Secondary Education, Skill Development

The report describes the Phase I findings of a two-phase study to determine the applications of commercial contract training to the Navy Training System. The objective of the study is to determine if commercial sources would be cost and training effective alternatives for current and peak Navy skill training requirements. The study was conducted by an interdisciplinary team of engineering, educational, and operations research personnel working for a period of 10 months. A limited number of Navy "hard skills" were selected for analysis as potential candidates for commercial contract training. Representative elements of the Department of Defense, other governmental training agencies, industry, and non-federal post-secondary training institutions were investigated in detail. This report provides a sampling of the various training programs, management systems, technological advances, instructional techniques, and curriculum and financial management practices potentially applicable to the Navy training system. Conclusions describe some of the characteristics and trends in civilian training programs and indicate a generally favorable reception to the concept of commercial contract training. (Author/MDW)

**ED 107 943** CE 004 096

Pascal, Anthony H. And Others

An Evaluation of Policy Related Research on Programs for Mid-Life Career Redirection: Vol. II—Major Findings.

Rand Corp., Santa Monica, Calif.

Spons Agency—National Science Foundation, Washington, D.C. RANN Program.

Report No.—R-1582/2-NSF

Pub Date Feb 75

Note—192p.; For the executive summary, see CE 004 054



Available from—The Rand Corporation, 1700 Main Street, Santa Monica, California 90406 (\$7.00)

EDRS Price MF-\$0.76 HC-\$9.51 PLUS POSTAGE

Descriptors—Adult Programs, Adults, Bibliographies, \*Career Change, Employee Attitudes, Federal Programs, Foreign Countries, Job Satisfaction, \*Literature Reviews, Manpower Needs, Manpower Utilization, \*Middle Aged, Occupational Aspiration, Policy Formation, \*Retraining, Special Programs, \*Vocational Adjustment, Work Attitudes

The report evaluates some 300 items of literature dealing with programs for mid-life career redirection. A 20-page introductory chapter presents background information, a general description of target groups, and suggestions for further research in mid-life redirection of careers. Part one, Mid-Life Redirectors: Sources and Opportunities, contains chapters on aspiration and dissatisfaction among workers, training potential among older workers, and using manpower forecasts in career redirection planning, and suggest that as people grow older they tend to seek movement from data- and materials-oriented jobs to people-oriented jobs. Part two, Manpower and Educational Programs: The Experience, contains chapters on government programs, employer-sponsored programs, union-sponsored retraining programs, foreign programs, and special redirection efforts, and suggests that existing education and manpower programs provide many of the components necessary for career redirection. Part three, Synthesis and Implications for Policy, (1) summarizes the lessons from the literature, concluding that the potential for mid-life career redirection in the American work force is virtually untapped; and (2) makes recommendations for policymakers, sketching a spectrum of experimental pilot programs of various scale and coverage, intended to meet the shortcomings of existing programs. Every chapter but one contains a bibliography. (JR)

ED 107 944 CE 004 099  
Higgins, Norman C.

Design and Development of the Aircraft Instrument Comprehension Program.

Spons Agency—Air Force Human Resources Lab., Williams AFB, Ariz.

Pub Date Apr 75

Note—11p.; Paper presented at the Annual Meeting of the American Educational Research Association (Washington, D. C., April, 1975); For related documents, see CE 003 859-60

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—\*Aircraft Pilots, \*Flight Training, \*Independent Study, Instructional Programs, Nonverbal Tests, Pretests, Program Descriptions, \*Program Design, \*Program Development, Program Improvement, Testing

Identifiers—AIC, Aircraft Instrument Comprehension Program, Aircraft Instrument Comprehension Test

The Aircraft Instrument Comprehension (AIC) Program is a self-instructional program designed to teach undergraduate student pilots to read instruments that indicate the position of the aircraft in flight, based on sequential instructional stages of information, prompted practice, and unprompted practice. The program includes a 36-item multiple choice test designed to assess the students' ability to read a compass and an artificial horizon. Three developmental tryouts among Air Force Reserve Officer Training Corps students refined the test and the program. The first was conducted with three students who worked with the materials individually in a small observation room, and on the basis of this tryout revisions were made to control the amount of exposure to the task prior to instruction. The second tryout of the program was conducted with 25 students who worked through the materials in a large classroom; on the basis of this tryout the program was revised to include additional practice items, and a pretest was developed to assess student improvement as a result of instruction. The final tryout was conducted among 32 students working in a large classroom, and both the pretest and the AIC test were found to be acceptable. (JR)

ED 107 945 CE 004 104  
Conrad, Rowan W. Fenenbock, Michael C.

Mountain-Plains: The Meaning of a Model Career Education Learning System for Higher Education.

Mountain-Plains Education and Economic Development Program, Inc., Glasgow AFB, Mont.

Pub Date Mar 75

Note—23p.

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—Adult Development, Adult Education, Adult Education Programs, \*Career Education, \*College Planning, Disadvantaged Groups, Employment Programs, Family Counseling, \*Family Involvement, Family Programs, Family Role, \*Higher Education, Humanism, Models, Program Descriptions, Program Development, \*Residential Programs, Residential Schools, School Planning, Vocational Education

Identifiers—Mountain Plains Program

The document describes the Mountain-Plains career education model and discusses its implications for higher education. The Mountain-Plains Education and Economic Development Program, Inc., is a non-profit corporation chartered by the State of Montana and funded through the National Institute of Education for a five-year cycle of research and development under the designation Career Education Model Four. The model was designed both for specific applicability to a disadvantaged population in a six State target area (Nebraska, the Dakotas, Montana, Wyoming, and Idaho) and for general applicability across the full spectrum of education. The document traces the physical and procedural structure of the model; the underlying premise is that family-oriented career education, offered in a residential setting and implemented through a comprehensive family-human development approach, represents an effective method of improving the employability, standard of living, and life satisfaction of a disadvantaged population. The authors offer statistics indicating the nature and scope of the program's effects to date, and conclude that Mountain-Plains could serve as a complete humanistic model for higher education delivery. Program elements seen as applicable to higher education are its family base, its individualizing of instruction, its criterion-referenced testing, its methods of positive reinforcement, and its roots in societal reality and in human development philosophy. (Author/AJ)

ED 107 946 CE 004 110  
Foster, Euphesenia

Female Offenders in the Federal Correctional System.

Bureau of Prisons (Dept. of Justice), Washington, D.C.

Pub Date [73]

Note—35p.

EDRS Price MF-\$0.76 HC-\$1.95 PLUS POSTAGE

Descriptors—\*Correctional Education, \*Corrective Institutions, Criminals, Federal Programs, \*Females, Prisoners, Rehabilitation

The illustrated booklet provides a brief history of Federal prisons and of Federal women's prisons. There is statistical information on women prisoners classified by age, race, period of confinement, marital status, type of crime, and judicial district from which the commitment was made. Tables for the Federal Reformatory for Women, Alderson, West Virginia, also give number of dependents, number of welfare recipients, and employment salary scale. For each of the six women's prisons there is a brief outline of facilities and services: age range, service area, planned capacity, clinical services, and custody/housing. Educational program offerings for the prisons at Fort Worth, Terminal Island, and Morgantown are listed; there are descriptions of individual courses and of the "Right to Read" program at Alderson. Also provided is basic information about Work Release and Study Release programs, Federal Prison Industries, health services (with some detail on the services available at Alderson), religion, drug abuse treatment, community programs and community treatment centers (halfway houses), contract services, and alternatives to confinement. (PR)

ED 107 947 95 CE 004 160  
Buerkel, Elaine Rehling, Joseph H.

An Analysis of the Alteration Specialist Occupation.

Ohio State Dept. of Education, Columbus. Div. of Vocational Education; Ohio State Univ., Columbus. Trade and Industrial Education Instructional Materials Lab.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date [75]

Note—178p.; For related documents, see CE 004 161-206, CE 004 263-268, and CE 004 425-427

EDRS Price MF-\$0.76 HC-\$9.51 PLUS POSTAGE

Descriptors—Communication Skills, \*Job Analysis, Knowledge Level, \*Needle Trades, \*Occupational Information, Safety, \*Seamstresses, Skill Analysis, Skill Development, Skilled Occupations, \*Task Analysis, Task Performance, Work Attitudes

Identifiers—\*Alteration Specialists

The general purpose of the occupational analysis is to provide workable, basic information dealing with the many and varied duties performed in the textile service occupation. The industry needs properly trained alteration specialists, bushmen and dressmakers, in the repairing, remodeling, altering or renovating of garments. Their personal characteristics should include: ability to make decisions and concentrate, awareness of fashion, visual acuity, and good color perception. The document opens with a brief introduction followed by a job description. The bulk of the document is presented in table form. Nine duties are broken down into a number of tasks and for each task a two-page table is presented, showing on the first page: tools, equipment, materials, objects acted upon; performance knowledge (related also to decisions, cues and errors); safety—hazard; and on the second page: science; math—number systems; and communication (performance modes, examples, and skills and concepts). The duties include: altering and repairing men's and women's clothing; fitting of clothing; operating and maintaining industrial sewing machines; supervising work room operations; and performing finishing techniques. (BP)

ED 107 948 95 CE 004 161  
Stranke, Edward J. Speck, Samuel R.

An Analysis of the Auto Body Repair Occupation.

Ohio State Dept. of Education, Columbus. Div. of Vocational Education; Ohio State Univ., Columbus. Trade and Industrial Education Instructional Materials Lab.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date 75

Note—210p.; For related documents, see CE 004 160, CE 004 162-206, CE 004 263-268 and CE 004 425-427

EDRS Price MF-\$0.76 HC-\$10.78 PLUS POSTAGE

Descriptors—\*Auto Body Repairmen, \*Auto Mechanics (Occupation), Communication Skills, \*Job Analysis, Knowledge Level, Mechanical Skills, Mechanics (Process), \*Occupational Information, Safety, Skill Analysis, Skill Development, Skilled Occupations, \*Task Analysis, Task Performance, Work Attitudes

The general purpose of the occupational analysis is to provide workable, basic information dealing with the many and varied duties performed in the auto body mechanic occupation. The document opens with a brief introduction followed by a job description. The bulk of the document is presented in table form. Eleven duties are broken down into a number of tasks and for each task a two-page table is presented, showing on the first page: tools, equipment, materials, objects acted upon; performance knowledge (related also to decisions, cues and errors); safety—hazard; and on the second page: science; math—number systems; and communications (performance modes, examples, and skills and concepts). The duties include: managing a body shop; refinishing; repairing and patching damages; repairing and maintaining cooling systems; repairing frame damage and front suspension and steering; removing and replacing panels; repairing and replacing fiberglass panels; maintaining electrical system and interior trim; and adjusting doors, deck lids, hoods, bumpers, and door glass. (BP)

**ED 107 949 95 CE 004 162**

Conner, Michael Thoman, LeRoy

**An Analysis of the Auto Mechanic Occupation.**

Ohio State Dept. of Education, Columbus. Div. of Vocational Education.; Ohio State Univ., Columbus. Trade and Industrial Education Instructional Materials Lab.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date [75]

Note—110p.; For related documents, see CE 004 160-161, CE 004 163-206, CE 004 263-268 and CE 004 425-427

**EDRS Price MF-\$0.76 HC-\$5.70 PLUS POSTAGE**

Descriptors—\*Auto Mechanics (Occupation), Communication Skills, \*Job Analysis, Knowledge Level, Mechanical Skills, \*Occupational Information, Safety, Skill Analysis, Skill Development, Skilled Occupations, \*Task Analysis, Task Performance, Work Attitudes

The general purpose of the occupational analysis is to provide workable, basic information dealing with the many and varied duties performed in the auto mechanic occupation. It identifies the broad area of skills and knowledge necessary to perform various tasks involved in diagnosis, maintenance, and repair of automotive systems. Selected supervisory tasks involved in running a shop employing several mechanics are included. The document opens with a brief introduction followed by a job description. The bulk of the document is presented in table form. Seventeen duties are broken down into a number of tasks and for each task a two-page table is presented, showing on the first page: tools, equipment, materials, objects acted upon; performance knowledge (related also to decisions, cues and errors); safety-hazard; and on the second page: science; math-number systems; and communications (performance modes, examples, and skills and concepts). The duties include: keeping records; supervising mechanics lubricating and maintaining vehicles; servicing engine block assemblies; servicing and repairing cooling systems, fuel systems, valve trains, ignition systems, braking systems (drum and disk), steering units and A/C units; repairing and aligning front end assemblies; repairing rear axle and drive line, and standard and automatic transmissions; and maintaining and repairing electrical systems. Abbreviations of automotive terms are appended. (BP)

**ED 107 950 95 CE 004 163**

Christ, Christos G. Deluzin, James B.

**An Analysis of the Auto Parts Counterperson Occupation.**

Ohio State Dept. of Education, Columbus. Div. of Vocational Education.; Ohio State Univ., Columbus. Trade and Industrial Education Instructional Materials Lab.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date [75]

Note—108p.; For related documents, see CE 004 160-162, CE 004 164-206, CE 004 263-268, and CE 004 425-427

**EDRS Price MF-\$0.76 HC-\$5.70 PLUS POSTAGE**

Descriptors—\*Auto Parts Men, Communication Skills, \*Job Analysis, Knowledge Level, Merchandising, \*Occupational Information, Safety, \*Sales Occupations, Sales Workers, Skill Analysis, Skill Development, \*Task Analysis, Task Performance, Work Attitudes

The general purpose of the occupational analysis is to provide workable, basic information dealing with the many and varied duties performed in the auto parts counterperson occupation. The occupational analysis will apply also to the auto parts jobber, as well as the auto dealer, parts retailer, warehouse distributor, and specialist. The document opens with a brief introduction followed by a job description. The bulk of the document is presented in table form. Seven duties are broken down into a number of tasks and for each task a two-page table is presented, showing on the first page: tools, equipment, materials, objects acted upon; performance knowledge (related also to decisions, cues and errors); safety-hazard; and on the second page: science; math-number systems; and communication (performance modes, examples, and skills and concepts). The duties include: selling of machine and services; shipping, receiving, stocking, and cataloging of merchandise; controlling inventory; and merchan-

dising of products and services. An outline of basic arithmetic skills and concepts is appended. (BP)

**ED 107 951 95 CE 004 164**

Bohac, Robert D. Vernon, Robert C.

**An Analysis of the Automobile Sales Occupation.**

Ohio State Dept. of Education, Columbus. Div. of Vocational Education.; Ohio State Univ., Columbus. Trade and Industrial Education Instructional Materials Lab.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date [75]

Note—117p.; For related documents, see CE 004 160-163, CE 004 165-206, CE 004 263-268, and CE 004 425-427

**EDRS Price MF-\$0.76 HC-\$5.70 PLUS POSTAGE**

Descriptors—Communication Skills, \*Job Analysis, Knowledge Level, Merchandising, \*Motor Vehicles, \*Occupational Information, Safety, Salesmanship, \*Sales Occupations, Sales Workers, Skill Analysis, Skill Development, \*Task Analysis, Task Performance, Work Attitudes

The general purpose of the occupational analysis is to provide workable, basic information dealing with the many and varied duties performed in the auto sales occupation. The analysis follows the salesperson through the essential everyday performance of the tasks in the occupation. The duties involve the process of obtaining the prospects and leading them into decisions which will eventually end in a satisfactory sale. The document opens with a brief introduction followed by a job description. The bulk of the document is presented in table form. Ten duties are broken down into a number of tasks and for each task a two-page table is presented, showing on the first page: tools, equipment, materials, objects acted upon; performance knowledge (related also to decisions, cues and errors); safety-hazard; and on the second page: science; math-number systems; and communications (performance modes, examples, and skills and concepts). The duties are listed as: prospect for customers; qualify the prospect; demonstrate the auto; determine wholesale value of trade; prepare the purchase order; compute the total sales; close the sale; order the prospect's automobile; finance the customer; and followup the sale and delivery. A glossary of trade terms is appended. (BP)

**ED 107 952 95 CE 004 165**

Winfrey, Prince J. Morse, David L.

**An Analysis of the Automotive Service Occupation.**

Ohio State Dept. of Education, Columbus. Div. of Vocational Education.; Ohio State Univ., Columbus. Trade and Industrial Education Instructional Materials Lab.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date [75]

Note—68p.; For related documents, see CE 004 160-164, CE 004 166-206, CE 004 263-268, and CE 004 425-427

**EDRS Price MF-\$0.76 HC-\$3.32 PLUS POSTAGE**

Descriptors—Communication Skills, \*Job Analysis, Knowledge Level, \*Motor Vehicles, \*Occupational Information, Safety, Sales Occupations, \*Service Occupations, Skill Analysis, Skill Development, \*Task Analysis, Task Performance, Work Attitudes

Identifiers—\*Automotive Service Advisors

The general purpose of the occupational analysis is to provide workable, basic information dealing with the many and varied duties performed in the automotive service advisor occupation. The automotive service advisor is responsible primarily for sales and services and at the same time may be called upon to supervise other service center activities such as auto maintenance, auto body repair, and painting. The document opens with a brief introduction followed by a job description. The bulk of the document is presented in table form. Seven duties are broken down into a number of tasks and for each task a two-page table is presented, showing on the first page: tools, equipment, materials, objects acted upon; performance knowledge (related also to decisions, cues and errors); safety-hazard; and on the second page: science; math-number systems; and communications (performance modes, examples, and skills and concepts). The duties include: preparing service orders; supervis-

ing personnel; handling customer complaints; scheduling new and used car preparation; selling of related merchandise; informing customer of job completion; and maintaining customers' records. An outline of basic arithmetic skills and concepts is appended. (BP)

**ED 107 953 95 CE 004 166**

Boydadjid, Thomas A. Paoletti, Donald J.

**An Analysis of the Baking Occupation.**

Ohio State Dept. of Education, Columbus. Div. of Vocational Education.; Ohio State Univ., Columbus. Trade and Industrial Education Instructional Materials Lab.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date [75]

Note—80p.; For related documents, see CE 004 160-165, CE 004 167-206, CE 004 263-268, and CE 004 425-427

**EDRS Price MF-\$0.76 HC-\$4.43 PLUS POSTAGE**

Descriptors—Communication Skills, \*Cooks, \*Food Processing Occupations, \*Job Analysis, Knowledge Level, \*Occupational Information, Safety, Skill Analysis, Skill Development, \*Task Analysis, Task Performance, Work Attitudes

Identifiers—\*Bakers

The general purpose of the occupational analysis is to provide workable, basic information dealing with the many and varied duties performed in the baking occupation. Such tasks as choosing ingredients and the actual baking process are logical primary concerns, but also explored are the safety and sanitation factors and management problems in a bakery operation. The document opens with a brief introduction followed by a job description. The bulk of the document is presented in table form. Nine duties are broken down into a number of tasks and for each task a two-page table is presented, showing on the first page: tools, equipment, materials, objects acted upon; performance knowledge (related also to decisions, cues and errors); safety-hazard; and on the second page: science; math-number systems; and communications (performance modes, examples, and skills and concepts). The duties include: sanitizing and cleaning premises and equipment; preparing and cooking various products; selecting types of ingredients; maintaining inventory and stock control; developing merchandising and salesmanship; managing operation; developing accounting and bookkeeping skills; operating store; and observing safety rules and regulations. Appended are a list of safety rules and hazards, and a glossary of baking terms. (BP)

**ED 107 954 95 CE 004 167**

Six, Joseph E., Jr.

**An Analysis of the Billing and Bookkeeping Machine Operator Occupation.**

Ohio State Dept. of Education, Columbus. Div. of Vocational Education.; Ohio State Univ., Columbus. Trade and Industrial Education Instructional Materials Lab.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date [75]

Note—109p.; For related documents, see CE 004 160-166, CE 004 168-206, CE 004 263-268, and CE 004 425-427

**EDRS Price MF-\$0.76 HC-\$5.70 PLUS POSTAGE**

Descriptors—\*Bookkeeping, Business Skills, Communication Skills, \*Job Analysis, Knowledge Level, \*Occupational Information, \*Office Machines, Office Occupations, Safety, Skill Analysis, Skill Development, \*Task Analysis, Task Performance, Work Attitudes

The general purpose of the occupational analysis is to provide workable, basic information dealing with the many and varied duties performed in the billing and bookkeeping machine operating occupation. The analysis was written in general terms due to the diversity in bookkeeping machines on the market, increasing number and variation of the tasks performed by the machines, and the varied program goals of schools teaching bookkeeping machines operation. The document opens with a brief introduction followed by a job description. The bulk of the document is presented in table form. Eight duties are broken down into a number of tasks and for each task a two-page table is presented, showing on the first page: tools, equipment, materials, objects acted

upon; performance knowledge (related also to decisions, cues and errors); safety-hazard; and on the second page: science; math-number systems; and communications (performance modes, examples, and skills and concepts). The duties include: preparation, operation, and maintenance of the machines and machine area; preparation and maintenance of documents, files, and records; and operating various related office machines. A list of mental and physical attitudes needed for maximum functioning is appended. (BP)

**ED 107 955 95 CE 004 168**

*Harnish, Ronald And Others*

**An Analysis of the Bookkeeping Occupation.**

Ohio State Dept. of Education, Columbus. Div. of Vocational Education.; Ohio State Univ., Columbus. Trade and Industrial Education Instructional Materials Lab.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date 75

Note—78p.; For related documents, see CE 004 160-167, CE 004 169-206, CE 004 263-268, and CE 004 425-427

**EDRS Price MF-\$0.76 HC-\$4.43 PLUS POSTAGE**

**Descriptors**—\*Bookkeeping, Business Skills, Communication Skills, \*Job Analysis, Knowledge Level, \*Occupational Information, Office Occupations, Safety, Skill Analysis, Skill Development, \*Task Analysis, Task Performance, Work Attitudes

The general purpose of the occupational analysis is to provide workable, basic information dealing with the many and varied duties performed in the bookkeeping occupation. The document opens with a brief introduction followed by a job description. The bulk of the document is presented in table form. Eight duties are broken down into a number of tasks and for each task a two-page table is presented, showing on the first page: tools, equipment, materials, objects acted upon; performance knowledge (related also to decisions, cues and errors); safety-hazard; and on the second page: science; math-number systems; and communications (performance modes, examples, and skills and concepts). The duties include: preparing payroll, cash receipts, and accounts payable; recording accounts receivable; reconciling bank statement; maintaining inventory control records; performing cash disbursements function; and assisting in preparation of financial statements. A list of office safety hazards is appended. (BP)

**ED 107 956 95 CE 004 169**

*McKinney, Oral O. And Others*

**An Analysis of the Carpentry Occupation.**

Ohio State Dept. of Education, Columbus. Div. of Vocational Education.; Ohio State Univ., Columbus. Trade and Industrial Education Instructional Materials Lab.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date 75

Note—124p.; For related documents, see CE 004 160-168, CE 004 170-206, CE 004 263-268, and CE 004 425-427

**EDRS Price MF-\$0.76 HC-\$5.70 PLUS POSTAGE**

**Descriptors**—Building Trades, \*Carpenters, Communication Skills, \*Job Analysis, Knowledge Level, \*Occupational Information, Safety, Skill Analysis, Skill Development, Skilled Occupations, \*Task Analysis, Task Performance, Work Attitudes

The general purpose of the occupational analysis is to provide workable, basic information dealing with the many and varied duties performed in the carpentry occupation. The analysis starts with the progress of a house from the first study of the blueprints to the laying out of the excavations and continuing step-by-step until the interior finish is applied to the completed structure. The document opens with a brief introduction followed by a job description. The bulk of the document is presented in table form. Ten duties are broken down into a number of tasks and for each task a two-page table is presented, showing on the first page: tools, equipment, materials, objects acted upon; performance knowledge (related also to decisions, cues and errors); safety-hazard; and on the second page: science; math-number systems; and communications (performance modes, examples, and skills and concepts). The

duties include: surveying; footing and foundation walls; framing floors, walls and ceilings, and roofs; roofing; exterior finish; insulation; interior trim; and stairs. The two appendixes consist of list of basic arithmetic skills and concepts, and carpentry tools and equipment. (BP)

**ED 107 957 95 CE 004 170**

*Mowen, Kenneth A. And Others*

**An Analysis of the Commercial Art Occupation.**

Ohio State Dept. of Education, Columbus. Div. of Vocational Education.; Ohio State Univ., Columbus. Trade and Industrial Education Instructional Materials Lab.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date 75

Note—29p.; For related documents, see CE 004 160-169, CE 004 171-206, CE 004 263-268, and CE 004 425-427

**EDRS Price MF-\$0.76 HC-\$1.95 PLUS POSTAGE**

**Descriptors**—\*Commercial Art, Communication Skills, \*Job Analysis, Knowledge Level, \*Occupational Information, Safety, Skill Analysis, Skill Development, \*Task Analysis, Task Performance, Work Attitudes

The general purpose of the occupational analysis is to provide workable, basic information dealing with the many and varied duties performed in the commercial artist occupation. The document opens with a brief introduction followed by a job description. The bulk of the document is presented in table form. Seventeen duties are broken down into a number of tasks and for each task a two-page table is presented, showing on the first page: tools, equipment, materials, objects acted upon; performance knowledge (related also to decisions, cues and errors); safety-hazard; and on the second page: science; math-number systems; and communications (performance modes, examples, and skills skills and concepts). The duties include: perform business procedures; draw cartoons; make layouts and illustrations; render in continuous tone; prepare lettering and mechanical drawings; take, develop, print, and enlarge photographs; prepare visual projectuals, isometric and exploded views, sectional isometric views, perspective drawings, schematics, charts, and diagrams; and fit and mark copy. Appended are a list of tools and equipment needed, and a list of safety factors. (BP)

**ED 107 958 95 CE 004 171**

*Wyatt, Tom Ulrich, Larry*

**An Analysis of the Credit Investigation Occupation.**

Ohio State Dept. of Education, Columbus. Div. of Vocational Education.; Ohio State Univ., Columbus. Trade and Industrial Education Instructional Materials Lab.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date 75

Note—34p.; For related documents, see CE 004 160-170, CE 004 172-206, CE 004 263-268, and CE 004 425-427

**EDRS Price MF-\$0.76 HC-\$1.95 PLUS POSTAGE**

**Descriptors**—Communication Skills, Credit (Finance), \*Finance Occupations, \*Job Analysis, Knowledge Level, \*Occupational Information, Safety, Skill Analysis, Skill Development, \*Task Analysis, Task Performance, Work Attitudes

**Identifiers**—\*Credit Investigation Agents

The general purpose of the occupational analysis is to provide workable, basic information dealing with the many and varied duties performed in the credit investigation occupation. The document opens with a brief introduction followed by a job description. The bulk of the document is presented in table form. Four duties are broken down into a number of tasks and for each task a two-page table is presented, showing on the first page: tools, equipment, materials, objects acted upon; performance knowledge (related also to decisions, cues and errors); safety-hazard; and on the second page: science; math-number systems; and communications (performance modes, examples, and skills and concepts). The duties include: gathering and dispersing credit information; maintaining credit records; and promoting services. (BP)

**ED 107 959 CE 004 172**

*Hough, Sharon L. And Others*

**An Analysis of the Dental Assisting Occupation.**

Ohio State Dept. of Education, Columbus. Div. of Vocational Education.; Ohio State Univ., Columbus. Trade and Industrial Education Instructional Materials Lab.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date 75

Note—131p.; For related documents, see CE 004 160-171, CE 004 173-206, CE 004 263-268, and CE 004 425-427

**EDRS Price MF-\$0.76 HC-\$6.97 PLUS POSTAGE**

**Descriptors**—Communication Skills, \*Dental Assistants, \*Job Analysis, Knowledge Level, \*Occupational Information, \*Paramedical Occupations, Safety, Skill Analysis, Skill Development, Skilled Occupations, \*Task Analysis, Task Performance, Work Attitudes

The general purpose of the occupational analysis is to provide workable, basic information dealing with the many and varied duties performed in the dental assistant occupation. The document opens with a brief introduction followed by a job description. The bulk of the document is presented in table form. Six duties are broken down into a number of tasks and for each task a table is presented, showing: tools, equipment, materials, objects acted upon; performance knowledge; safety-hazard; science; math-number systems; and communications. The duties include: performing dental nursing skills, chairside procedures, expanded duty procedures, dental laboratory skills, and dental office management duties; and supervising a control program. (BP)

**ED 107 960 CE 004 173**

*Plescia, George W. And Others*

**An Analysis of the Drafting Occupation.**

Ohio State Dept. of Education, Columbus. Div. of Vocational Education.; Ohio State Univ., Columbus. Trade and Industrial Education Instructional Materials Lab.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date 75

Note—144p.; For related documents, see CE 004 160-172, CE 004 174-206, CE 004 263-268, and CE 004 425-427

**EDRS Price MF-\$0.76 HC-\$6.97 PLUS POSTAGE**

**Descriptors**—Communication Skills, \*Drafting, Draftsmen, \*Job Analysis, Knowledge Level, \*Occupational Information, Safety, Skill Analysis, Skill Development, Skilled Occupations, \*Task Analysis, Task Performance, Technical Occupations, Work Attitudes

The general purpose of the occupational analysis is to provide workable, basic information dealing with the many and varied duties performed in the drafting occupation. The document opens with a brief introduction followed by a job description. The bulk of the document is presented in table form. Twelve duties are broken down into a number of tasks and for each task a two-page table is presented, showing on the first page: tools, equipment, materials, objects acted upon; performance knowledge (related also to decisions, cues and errors); safety-hazard; and on the second page: science; math-number systems; and communications (performance modes, examples, and skills and concepts). The duties include: reproduction of drawings; maintaining and caring for tools and equipment; sketching objects; writing material list; drawing block diagrams, schematics, fasteners, details, and assemblies; laying out objects; checking drawings; and coordinating the drafting department. (BP)

**ED 107 961 CE 004 174**

*Hovsmon, Ronald L.*

**An Analysis of the Garden Center Employee.**

Ohio State Dept. of Education, Columbus. Div. of Vocational Education.; Ohio State Univ., Columbus. Trade and Industrial Education Instructional Materials Lab.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date 75

Note—45p.; For related documents, see CE 004 160-173, CE 004 175-206, CE 004 263-268, and CE 004 425-427

**EDRS Price MF-\$0.76 HC-\$1.95 PLUS POSTAGE**

**Descriptors**—Communication Skills, \*Horticulture, \*Job Analysis, Knowledge Level, Nurseries (Horticulture), \*Nursery Workers (Horticulture), \*Occupational Information, Safety, Skill Analysis, Skill Development, \*Task Analysis, Task Performance, Work Attitudes



## Identifiers—\*Garden Center Employees

The general purpose of the occupational analysis is to provide workable, basic information dealing with the many and varied duties performed in the garden center employee occupation. The document opens with a brief introduction followed by a job description. The bulk of the document is presented in table form. Six duties are broken down into a number of tasks and for each task a table is presented, showing: tools, equipment, materials, objects acted upon; performance knowledge (related also to decisions, cues and errors); safety—hazard; science; math—number systems; and communications. The duties include: caring for plants and facilities, allied products, and equipment in the garden center; making a sales transaction; maintaining inventory; and preparing merchandise for sale and delivery. (BP)

ED 107 962 95 CE 004 175

Lucal, Karle A.

## An Analysis of the Wholesale Florist Occupation.

Ohio State Dept. of Education, Columbus. Div. of Vocational Education; Ohio State Univ., Columbus. Trade and Industrial Education Instructional Materials Lab.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date [75]

Note—45p.; For related documents, see CE 004 160-174, CE 004 176-206, CE 004 263-268, and CE 004 425-427

EDRS Price MF-\$0.76 HC-\$1.95 PLUS POSTAGE

Descriptors—Communication Skills, \*Floriculture, \*Job Analysis, Knowledge Level, \*Occupational Information, Ornamental Horticulture, \*Ornamental Horticulture Occupation, Safety, Skill Analysis, Skill Development, \*Task Analysis, Task Performance, \*Wholesaling, Work Attitudes

## Identifiers—\*Wholesale Florists

The general purpose of the occupational analysis is to provide workable, basic information dealing with the many and varied duties performed in the wholesale florist occupation. The document opens with a brief introduction followed by a job description. The bulk of the document is presented in table form. Five duties are broken down into a number of tasks and for each task a two-page table is presented, showing on the first page: tools, equipment, materials, objects acted upon; performance knowledge (related also to decisions, cues and errors); safety—hazard; and on the second page: science; math—number systems; and communications (performance modes, examples, and skills and concepts). The duties include: buying and selling flowers, florist's greens, and florist's supplies and accessories; keeping records and inventories; establishing maintenance and delivery system; and promoting public relations. (BP)

ED 107 963 95 CE 004 176

Sams, Helen C. Snyder, Lois M.

## An Analysis of the Information Receptionist Occupation.

Ohio State Dept. of Education, Columbus. Div. of Vocational Education; Ohio State Univ., Columbus. Trade and Industrial Education Instructional Materials Lab.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date [75]

Note—54p.; For related documents, see CE 004 160-175, CE 004 177-206, CE 004 263-268, and CE 004 425-427

EDRS Price MF-\$0.76 HC-\$3.32 PLUS POSTAGE

Descriptors—Communication Skills, \*Job Analysis, Knowledge Level, \*Occupational Information, \*Office Occupations, \*Receptionists, Safety, Skill Analysis, Skill Development, \*Task Analysis, Task Performance, Work Attitudes

The general purpose of the occupational analysis is to provide workable, basic information dealing with the many and varied duties performed in the information receptionist occupation. The document opens with a brief introduction followed by a job description. The bulk of the document is presented in table form. Ten duties are broken down into a number of tasks and for each task a two-page table is presented, showing on the first page: tools, equipment, materials, objects acted upon; performance knowledge (related also to decisions, cues and errors); safety—hazard; and on the second page: science; math—number

systems; and communications (performance modes, examples, and skills and concepts). The duties include: handling visitors; performing telephone duties; disseminating information; typing various items; processing mail; accounting for petty cash; making reservations; being a hostess; reproducing materials on photocopy equipment; and machine transcribing. A list of standard office and typing supplies is appended. (BP)

ED 107 964 CE 004 177

Hall, Eugene J. Turner, Raymond C.

## An Analysis of the Industrial Mechanics Occupation.

Ohio State Dept. of Education, Columbus. Div. of Vocational Education; Ohio State Univ., Columbus. Trade and Industrial Education Instructional Materials Lab.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date [75]

Note—150p.; For related documents, see CE 004 160-176, CE 004 178-206, CE 004 263-268, and CE 004 425-427

EDRS Price MF-\$0.76 HC-\$6.97 PLUS POSTAGE

Descriptors—Communication Skills, Equipment Maintenance, \*Job Analysis, Knowledge Level, \*Machine Repairmen, Machinists, Mechanical Equipment, \*Mechanical Skills, \*Occupational Information, Safety, Skill Analysis, Skill Development, Skilled Occupations, \*Task Analysis, Task Performance, Work Attitudes

## Identifiers—\*Industrial Mechanics

The general purpose of the occupational analysis is to provide workable, basic information dealing with the many and varied duties performed in the industrial mechanics occupation. A review of the contents will provide a guide for designing and organizing a curriculum for teaching skills and knowledge essential to an industrial mechanic. The document opens with a brief introduction followed by a job description. The bulk of the document is presented in table form. Twenty-two duties are broken down into a number of tasks and for each task a two-page table is presented, showing on the first page: tools, equipment, materials, objects acted upon; performance knowledge (related also to decisions, cues and errors); safety—hazard; and on the second page: science; math—number systems; and communications (performance modes, examples, and skills and concepts). The duties involve installation, repair, and maintenance of machinery and equipment used in the production, transportation, and storage of all types of industrial materials. The document concludes with an outline of an industrial mechanics responsibilities and frequency of some preventative maintenance procedures, and a list of personal tools needed by employees. (BP)

ED 107 965 CE 004 178

Katzmiller, Charles C. And Others

## An Analysis of the Industrial Sales Occupation.

Ohio State Dept. of Education, Columbus. Div. of Vocational Education; Ohio State Univ., Columbus. Trade and Industrial Education Instructional Materials Lab.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date [75]

Note—134p.; For related documents, see CE 004 160-177, CE 004 179-206, CE 004 263-268, and CE 004 425-427

EDRS Price MF-\$0.76 HC-\$6.97 PLUS POSTAGE

Descriptors—Communication Skills, \*Industry, \*Job Analysis, Knowledge Level, Merchandising, \*Occupational Information, Safety, \*Sales Occupations, Sales Workers, Skill Analysis, Skill Development, \*Task Analysis, Task Performance, Work Attitudes

The general purpose of the occupational analysis is to provide workable, basic information dealing with the many and varied duties performed in the industrial sales occupation. The document opens with a brief introduction followed by a job description. The bulk of the document is presented in table form. Eight duties are broken down into a number of tasks and for each task a two-page table is presented, showing on the first page: tools, equipment, materials, objects acted upon; performance knowledge (related also to decisions, cues and errors); safety—hazard; and on the second page: science; math—number systems; and communications (performance

modes, examples, and skills and concepts). The duties include: introducing new items; analyzing customers' needs; performing sales presentation; negotiating and completing terms of sales contract with customer; determining results by follow-up contact; contacting and servicing existing and prospective customers; developing and implementing sales promotion and product promotion plan; and writing reports. The appendix briefly covers safety and hazards, math—number systems, and a behavioral science code dealing with work attitudes and personal qualities. (BP)

ED 107 966 CE 004 179

Moore, Gordon And Others

## An Analysis of the Insurance Sales Occupation.

Ohio State Dept. of Education, Columbus. Div. of Vocational Education; Ohio State Univ., Columbus. Trade and Industrial Education Instructional Materials Lab.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date [75]

Note—120p.; For related documents, see CE 004 160-178, CE 004 180-206, CE 004 263-268, and CE 004 425-427

EDRS Price MF-\$0.76 HC-\$5.70 PLUS POSTAGE

Descriptors—Communication Skills, \*Insurance Occupations, \*Job Analysis, Knowledge Level, \*Occupational Information, Safety, \*Sales Occupations, Sales Workers, Skill Analysis, Skill Development, \*Task Analysis, Task Performance, Work Attitudes

The general purpose of the occupational analysis is to provide workable, basic information dealing with the many and varied duties performed in the insurance sales occupation. The document opens with a brief introduction followed by a job description. The bulk of the document is presented in table form. Eleven duties are broken down into a number of tasks and for each task a two-page table is presented, showing on the first page: tools, equipment, materials, objects acted upon; performance knowledge (related also to decisions, cues and errors); safety—hazard; and on the second page: science; math—number systems; and communications (performance modes, examples, and skills and concepts). The duties include: prospecting; servicing, selling, writing, and delivering policies; collecting premiums; accounting for premiums collected; preparing reports; maintaining good public relations; rating; and maintaining an office. Appended is a list of standard sales and office equipment. (BP)

ED 107 967 CE 004 180

Cross, Don And Others

## An Analysis of the Insurance Underwriting Occupation.

Ohio State Dept. of Education, Columbus. Div. of Vocational Education; Ohio State Univ., Columbus. Trade and Industrial Education Instructional Materials Lab.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date [75]

Note—120p.; For related documents, see CE 004 160-179, CE 004 181-206, CE 004 263-268, and CE 004 425-427

EDRS Price MF-\$0.76 HC-\$5.70 PLUS POSTAGE

Descriptors—Communication Skills, \*Insurance Occupations, \*Job Analysis, Knowledge Level, \*Occupational Information, Safety, Skill Analysis, Skill Development, \*Task Analysis, Task Performance, Work Attitudes

## Identifiers—\*Insurance Underwriters

The general purpose of the occupational analysis is to provide workable, basic information dealing with the many and varied duties performed in the insurance underwriting occupation. The document opens with a brief introduction followed by a job description. The bulk of the document is presented in table form. Nine duties are broken down into a number of tasks and for each task a two-page table is presented, showing on the first page: tools, equipment, materials, objects acted upon; performance knowledge (related also to decisions, cues and errors); safety—hazard; and on the second page: science; math—number systems; and communications (performance modes, examples, and skills and concepts). The duties include: verifying premiums; inspecting and selecting the risk; performing reunderwriting; filing underwriting records; determining reinsurance needs; preparing special forms and endorsements;

handling complaints or inquiries; and determining coverage on specific claims. Appended are supplementary materials and a glossary of insurance terms. (BP)

**ED 107 968** CE 004 181

McGee, Patricia And Others

**An Analysis of the Laboratory Assisting Occupation.**

Ohio State Dept. of Education, Columbus. Div. of Vocational Education.; Ohio State Univ., Columbus. Trade and Industrial Education Instructional Materials Lab.

Spons Agency—Office of Education (DHEW), Washington, D.C.  
Pub Date [75]

Note—246p.; For related documents, see CE 004 160-180, CE 004 182-206, CE 004 263-268, and CE 004 425-427

**EDRS Price MF-\$0.76 HC-\$12.05 PLUS POSTAGE**

**Descriptors**—Communication Skills, \*Job Analysis, Knowledge Level, \*Medical Laboratory Assistants, \*Medical Technologists, \*Occupational Information, Safety, Skill Analysis, Skill Development, Skilled Occupations, Subprofessionals, \*Task Analysis, Task Performance, Work Attitudes

The general purpose of the occupational analysis is to provide workable, basic information dealing with the many and varied duties performed in the laboratory assistant occupation. The document opens with a brief introduction followed by a job description. The bulk of the document is presented in table form. Eleven duties are broken down into a number of tasks and for each task a two-page table is presented, showing on the first page: tools, equipment, materials, objects acted upon; performance knowledge (related also to decisions, cues and errors); safety—hazard; and on the second page: science; math—number systems; and communications (performance modes, examples, and skills and concepts). The duties include: performing laboratory techniques, hematology tests, clinical chemistry tests, urinalysis, bacteriology procedures, blood bank and serology procedures, histology procedures, and EKG; operating laboratory equipment; utilizing communication skills; and collecting blood. (BP)

**ED 107 969** CE 004 182

Stemple, Lynn L. Dilley, John E.

**An Analysis of the Landscaping Occupation.**

Ohio State Dept. of Education, Columbus. Div. of Vocational Education.; Ohio State Univ., Columbus. Trade and Industrial Education Instructional Materials Lab.

Spons Agency—Office of Education (DHEW), Washington, D.C.  
Pub Date [75]

Note—286p.; For related documents, see CE 004 160-181, CE 004 182-206, CE 004 263-268, and CE 004 425-427

**EDRS Price MF-\$0.76 HC-\$14.59 PLUS POSTAGE**

**Descriptors**—Communication Skills, Horticulture, \*Job Analysis, Knowledge Level, \*Landscaping, Nursery Workers (Horticulture), \*Occupational Information, \*Ornamental Horticulture Occupation, Safety, Skill Analysis, Skill Development, \*Task Analysis, Task Performance, Work Attitudes

The general purpose of the occupational analysis is to provide workable, basic information dealing with the many and varied duties performed in the landscape services occupation. Depending on the preparation and abilities of the individual student, he may enter the landscape area as (1) nursery worker, (2) landscape planter, (3) landscape maintenance worker, or (4) as a landscape designer or consultant. The document opens with a brief introduction followed by a job description. The bulk of the document is presented in table form. Twenty-three duties are broken down into a number of tasks and for each task a table is presented, showing: tools, equipment, materials, objects acted upon; performance knowledge; safety—hazard; science; math—number systems; and communications. The duties include: mowing, renovating and establishing lawns; fertilizing, pruning, watering and mulching landscape plants; edging landscape beds; removing leaves, preventing winter damage, and controlling disease, weeds, and insects in landscape plantings; maintaining small engines, equipment, and hand tools; baling and burlapping trees and shrubs; wrapping, guying, and staking trees; caring for

wounds on woody plant materials; preparing a planting bed; applying fertilizer and lime; and planting hedges, screens, ground covers, and trees. (BP)

**ED 107 970** CE 004 183

Junis, Gene A. And Others

**An Analysis of the Lithographic Printing Occupation.**

Ohio State Dept. of Education, Columbus. Div. of Vocational Education.; Ohio State Univ., Columbus. Trade and Industrial Education Instructional Materials Lab.

Spons Agency—Office of Education (DHEW), Washington, D.C.  
Pub Date [75]

Note—70p.; For related documents, see CE 004 160-182, CE 004 184-206, CE 004 263-268, and CE 004 425-427

**EDRS Price MF-\$0.76 HC-\$3.32 PLUS POSTAGE**

**Descriptors**—Communication Skills, Graphic Arts, \*Job Analysis, Knowledge Level, \*Occupational Information, \*Printing, Safety, Skill Analysis, Skill Development, Skilled Occupations, \*Task Analysis, Task Performance, Work Attitudes

**Identifiers**—\*Lithographic Printers

The general purpose of the occupational analysis is to provide workable, basic information dealing with the many and varied duties performed in the lithographic printing occupation. The document opens with a brief introduction followed by a job description. The bulk of the document is presented in table form. Nine duties are broken down into a number of tasks and for each task a table is presented, showing tools, equipment, materials, objects acted upon; performance knowledge (related also to decisions, cues and errors); safety—hazard; science; math—number systems; and communications. The duties include: performing layout and design, paste-up, and proofing functions; performing type setting, stripping, platemaking and proofing, and finishing operations; operating offset presses and cameras, and processing film. (BP)

**ED 107 971** CE 004 184

Hall, Charles W. Emory, Harold L.

**An Analysis of the Machine Trades Occupation.**

Ohio State Dept. of Education, Columbus. Div. of Vocational Education.; Ohio State Univ., Columbus. Trade and Industrial Education Instructional Materials Lab.

Spons Agency—Office of Education (DHEW), Washington, D.C.  
Pub Date [75]

Note—253p.; For related documents, see CE 004 160-183, CE 004 185-206, CE 004 263-268, and CE 004 425-427

**EDRS Price MF-\$0.76 HC-\$13.32 PLUS POSTAGE**

**Descriptors**—Communication Skills, \*Job Analysis, Knowledge Level, \*Machine Tool Operators, \*Machinists, \*Occupational Information, Safety, Skill Analysis, Skill Development, Skilled Occupations, \*Task Analysis, Task Performance, Work Attitudes

The general purpose of the occupational analysis is to provide workable, basic information dealing with the many and varied duties performed in the machine trades occupation. The document opens with a brief introduction followed by a job description. The bulk of the document is presented in table form. Fifteen duties are broken down into a number of tasks and for each task a two-page table is presented, showing on the first page: tools, equipment, materials, objects acted upon; performance knowledge (related also to decisions, cues and errors); safety—hazard; and on the second page: science; math—number systems; and communications (performance modes, examples, and skills and concepts). The duties include: maintaining machinery; performing bench operations, precision and semi-precision measurements, and heat treating operations; operating pedestal grinder; and setting up and operating cut off saws, drill presses, lathes, shapers and slotters, vertical and horizontal milling machines, surface grinder, universal grinder, tool and cutter grinder, arbor press, and electrical discharge machine. (BP)

**ED 107 972** CE 004 185

Ridener, Norma A. And Others

**An Analysis of the Medical Records Clerking Occupation.**

Ohio State Dept. of Education, Columbus. Div. of Vocational Education.; Ohio State Univ., Columbus. Trade and Industrial Education Instructional Materials Lab.

Spons Agency—Office of Education (DHEW), Washington, D.C.  
Pub Date [75]

Note—102p.; For related documents, see CE 004 160-184, CE 004 186-206; CE 004 263-268, and CE 004 425-427

**EDRS Price MF-\$0.76 HC-\$5.70 PLUS POSTAGE**

**Descriptors**—Communication Skills, \*Job Analysis, Knowledge Level, \*Medical Record Technicians, \*Occupational Information, Safety, Skill Analysis, Skill Development, Subprofessionals, \*Task Analysis, Task Performance, Work Attitudes

The general purpose of the occupational analysis is to provide workable, basic information dealing with the many and varied duties performed in the medical records clerk occupation. The document opens with a brief introduction followed by a job description. The bulk of the document is presented in table form. Nine duties are broken down into a number of tasks and for each task a two-page table is presented, showing on the first page: tools, equipment, materials, objects acted upon; performance knowledge (related also to decisions, cues and errors); safety—hazard; and on the second page: science; math—number systems; and communications (performance modes, examples, and skills and concepts). Duties include: processing charts; maintaining indexes; performing admission tasks, receptionist functions, and record storage and retrieval; preparing statistical reports, birth and death certificates, and infant releases; releasing patient information; and transcribing medical records. (BP)

**ED 107 973** CE 004 186

Beth, Gertrude K. And Others

**An Analysis of the Nursery School Teacher Aide Occupation.**

Ohio State Dept. of Education, Columbus. Div. of Vocational Education.; Ohio State Univ., Columbus. Trade and Industrial Education Instructional Materials Lab.

Spons Agency—Office of Education (DHEW), Washington, D.C.  
Pub Date [75]

Note—133p.; For related documents, see CE 004 160-185, CE 004 187-206, CE 004 263-268, and CE 004 425-427

**EDRS Price MF-\$0.76 HC-\$6.97 PLUS POSTAGE**

**Descriptors**—\*Child Care Workers, Communication Skills, \*Job Analysis, Knowledge Level, \*Occupational Information, Paraprofessional School Personnel, Safety, Skill Analysis, Skill Development, \*Task Analysis, Task Performance, \*Teacher Aides, Work Attitudes

The general purpose of the occupational analysis is to provide workable, basic information dealing with the many and varied duties performed in the nursery school teacher aide occupation. The document opens with a brief introduction followed by a job description. The bulk of the document is presented in table form. Nine duties are broken down into a number of tasks and for each task a two-page table is presented, showing on the first page: tools, equipment, materials, objects acted upon; performance knowledge (related also to decisions, cues and errors); safety—hazard; and on the second page: science; math—number systems; and communications (performance modes, examples, and skills and concepts). The duties include: maintaining supplies and equipment; preparing food; assisting children with routines; preparing art materials; assisting with clerical duties; directing or assisting with activities; assisting in the planning of activities and programs; assisting with inventory; and working with parents. (BP)

**ED 107 974** CE 004 187

Paul, Sharyn Rose, Virginia

**An Analysis of the Payroll Clerking Occupation.**

Ohio State Dept. of Education, Columbus. Div. of Vocational Education.; Ohio State Univ., Columbus. Trade and Industrial Education Instructional Materials Lab.

Spons Agency—Office of Education (DHEW), Washington, D.C.  
Pub Date [75]

Note—127p.; For related documents, see CE 004 160-186, CE 004 188-206, CE 004 263-268, and CE 004 425-427

**EDRS Price MF-\$0.76 HC-\$6.97 PLUS POSTAGE**

Descriptors—Accounting, \*Clerical Workers, Communication Skills, Finance Occupations, \*Job Analysis, Knowledge Level, \*Occupational Information, \*Payroll Records, Safety, Skill Analysis, Skill Development, \*Task Analysis, Task Performance, Work Attitudes  
Identifiers—\*Payroll Clerks

The general purpose of the occupational analysis is to provide workable, basic information dealing with the many and varied duties performed in the payroll clerk occupation. The document opens with a brief introduction followed by a job description. The bulk of the document is presented in table form. Ten duties are broken down into a number of tasks and for each task a two-page table is presented, showing on the first page: tools, equipment, materials, objects acted upon; performance knowledge (related also to decisions, cues and errors); safety—hazard; and on the second page: science; math—number systems; and communications (performance modes, examples, and skills and concepts). The duties include: supervising activities of payroll department; maintaining department personnel level; maintaining and establishing communications of the payroll department; preparing employer tax reports; establishing and maintaining files; preparing individual employee records; computing wages, salaries, and payroll deductions; paying the payroll; and posting wages and salary data. Appended are lists of general office supplies and safety hazards and precautions. (BP)

**ED 107 975** CE 004 188  
Wahonik, Ronald And Others

**An Analysis of the Personal [Personnel] Managing Occupation.**

Ohio State Dept. of Education, Columbus. Div. of Vocational Education; Ohio State Univ., Columbus. Trade and Industrial Education Instructional Materials Lab.

Spons Agency—Office of Education (DHEW), Washington, D.C.  
Pub Date [75]

Note—133p.; For related documents, see CE 004 160-187, CE 004 189-206, CE 004 263-268, and CE 004 425-427

**EDRS Price MF-\$0.76 HC-\$6.97 PLUS POSTAGE**

Descriptors—Communication Skills, \*Job Analysis, Knowledge Level, \*Managerial Occupations, \*Occupational Information, \*Personnel Directors, Safety, Skill Analysis, Skill Development, \*Task Analysis, Task Performance, Work Attitudes

The general purpose of the occupational analysis is to provide workable, basic information dealing with the many and varied duties performed in the personnel manager occupation. The document opens with a brief introduction followed by a job description. The bulk of the document is presented in table form. Eighteen duties are broken down into a number of tasks and for each task a two-page table is presented, showing on the first page: tools, equipment, materials, objects acted upon; performance knowledge (related also to decisions, cues and errors); safety—hazard; and on the second page: science; math—number systems; and communications (performance modes, examples, and skills and concepts). The duties relate to: recruiting people for jobs, selecting and recommending personnel for jobs; developing and administering an employee evaluation program; developing and administering a wage and salary plan; developing and administering an effective training program; representing the company in contract negotiations and community relations; keeping personnel records; promoting safety practices; providing effective media for communication; directing manpower planning and forecasting program; serving as administrator of medical services; advising employees on their personal and job problems; handling problems involving discipline; and administering employee benefit plans. (BP)

**ED 107 976** CE 004 189  
Bryan, James E.

**An Analysis of the Real Estate Property Managing Occupation.**

Ohio State Dept. of Education, Columbus. Div. of Vocational Education; Ohio State Univ., Columbus. Trade and Industrial Education Instructional Materials Lab.

Spons Agency—Office of Education (DHEW), Washington, D.C.  
Pub Date [75]

Note—103p.; For related documents, see CE 004 160-188, CE 004 190-206, CE 004 263-268, and CE 004 425-427

**EDRS Price MF-\$0.76 HC-\$5.70 PLUS POSTAGE**

Descriptors—Communication Skills, Housing, \*Job Analysis, Knowledge Level, \*Managerial Occupations, \*Occupational Information, \*Real Estate Occupations, Safety, Skill Analysis, Skill Development, \*Task Analysis, Task Performance, Work Attitudes

Identifiers—\*Real Estate Property Managers

The general purpose of the occupational analysis is to provide workable, basic information dealing with the many and varied duties performed in the real estate property manager occupation. The document opens with a brief introduction followed by a job description. The bulk of the document is presented in table form. Eleven duties are broken down into a number of tasks and for each task a two-page table is presented, showing on the first page: tools, equipment, materials, objects acted upon; performance knowledge (related also to decisions, cues and errors); safety—hazard; and on the second page: science; math—number systems; and communications (performance modes, examples, and skills and concepts). The duties relate to: planning and purchasing residential rental projects in consultation with owners and developers; marketing, managing, and policy formation; responsibility for operating staff; advertising, promotion, and tenant relations; marketing and renting space; leases, renewals, and related problems; moving tenants; billing, collecting, and accounting for security deposits, etc.; developing tenant relations, service policies, and amenities; maintenance, repair and improvement; and administration, recordkeeping, and communications. A glossary of real estate terms is appended. (BP)

**ED 107 977** 95 CE 004 190  
Lustic, Gary And Others

**An Analysis of the Purchasing Occupation.**

Ohio State Dept. of Education, Columbus. Div. of Vocational Education; Ohio State Univ., Columbus. Trade and Industrial Education Instructional Materials Lab.

Spons Agency—Office of Education (DHEW), Washington, D.C.  
Pub Date [75]

Note—112p.; For related documents, see CE 004 160-189, CE 004 191-206, CE 004 263-268, and CE 004 425-427

**EDRS Price MF-\$0.76 HC-\$5.70 PLUS POSTAGE**

Descriptors—Communication Skills, \*Job Analysis, Knowledge Level, \*Occupational Information, \*Purchasing, Safety, Skill Analysis, Skill Development, \*Task Analysis, Task Performance, Work Attitudes

The general purpose of the occupational analysis is to provide workable, basic information dealing with the many and varied duties performed in the purchasing occupation. The document opens with a brief introduction followed by a job description. The bulk of the document is presented in table form. Fourteen duties are broken down into a number of tasks and for each task a two-page table is presented, showing on the first page: tools, equipment, materials, objects acted upon; performance knowledge (related also to decisions, cues and errors); safety—hazard; and on the second page: science; math—number systems; and communications (performance modes, examples, and skills and concepts). The duties include: maintaining purchase, price, stock and consumption, and vendor records; maintaining catalog file and inventory control; conducting market studies and cost analysis; developing supply sources; securing quotation; choosing between contract and open market purchase; issuing purchase orders; corresponding with vendors; and fostering human relations. A glossary of purchasing terms is appended. (BP)

**ED 107 978** CE 004 191  
Harestad, Clifford E. And Others

**An Analysis of the Real Estate Occupation.**

Ohio State Dept. of Education, Columbus. Div. of Vocational Education; Ohio State Univ., Columbus. Trade and Industrial Education Instructional Materials Lab.

Spons Agency—Office of Education (DHEW), Washington, D.C.  
Pub Date [75]

Note—56p.; For related documents, see CE 004 160-190, CE 004 192-206, CE 004 263-268, and CE 004 425-427

**EDRS Price MF-\$0.76 HC-\$3.32 PLUS POSTAGE**

Descriptors—Communication Skills, \*Job Analysis, Knowledge Level, \*Occupational Information, \*Real Estate Occupations, Safety, \*Sales Occupations, Skill Analysis, Skill Development, \*Task Analysis, Task Performance, Work Attitudes

The general purpose of the occupational analysis is to provide workable, basic information dealing with the many and varied duties performed in the real estate occupation. It represents an accounting of what must be done, but not how the entire cycle of a residential sale is completed through the services of a real estate person and the salesperson. The document opens with a brief introduction followed by a job description. The bulk of the document is presented in table form. Twelve duties are broken down into a number of tasks and for each task a table is presented, showing: tools, equipment, materials, objects acted upon; performance knowledge (related also to decisions, cues and errors); safety—hazard; science; math—number systems; and communications. The duties include: introducing self to potential users; obtaining current knowledge of property values and availability; prospecting for listings and sales; listing, promoting, and showing property; obtaining and qualifying buyers; obtaining and presenting offers to purchase; closing of sale; and post-servicing of both seller and buyer. Appended are lists of math number systems to be used by a real estate agent, and a glossary of real estate terms. (BP)

**ED 107 979** 95 CE 004 192  
Scruggs, Kenneth

**An Analysis of the Residential Remodeling Occupation.**

Ohio State Dept. of Education, Columbus. Div. of Vocational Education; Ohio State Univ., Columbus. Trade and Industrial Education Instructional Materials Lab.

Spons Agency—Office of Education (DHEW), Washington, D.C.  
Pub Date [75]

Note—83p.; For related documents, see CE 004 160-191, CE 004 193-206, CE 004 263-268, and CE 004 425-427

**EDRS Price MF-\$0.76 HC-\$4.43 PLUS POSTAGE**

Descriptors—\*Building Improvement, \*Building Trades, Communication Skills, Construction (Process), \*Job Analysis, Knowledge Level, \*Occupational Information, Safety, Skill Analysis, Skill Development, Skilled Occupations, \*Task Analysis, Task Performance, Work Attitudes

Identifiers—\*Residential Remodeling

The general purpose of the occupational analysis is to provide workable, basic information dealing with the many and varied duties performed in the residential remodeling occupation. The analysis only briefly covers the many areas of residential remodeling. The document opens with a brief introduction followed by a job description. The bulk of the document is presented in table form. Four duties are broken down into a number of tasks and for each task a two-page table is presented, showing on the first page: tools, equipment, materials, objects acted upon; performance knowledge (related also to decisions, cues and errors); safety—hazard; and on the second page: science; math—number systems; and communications (performance modes, examples, and skills and concepts). The duties listed are: performing exterior work on walls; reroofing a house; enlarging a room; and adding a room. The document concludes with two appendixes outlining hiring, professionalism and supervisory qualifications; and basic geometry skills and concepts. (BP)

**ED 107 980** 95 CE 004 193  
Cheetwood, John E. Connell, John R.

**An Analysis of the Retail Florist Occupation.**

Ohio State Dept. of Education, Columbus. Div. of Vocational Education; Ohio State Univ., Columbus. Trade and Industrial Education Instructional Materials Lab.

Spons Agency—Office of Education (DHEW), Washington, D.C.  
Pub Date [75]

Note—33p.; For related documents, see CE 004 160-192, CE 004 194-206, CE 004 263-268, and CE 004 425-427

**EDRS Price MF-\$0.76 HC-\$1.95 PLUS POSTAGE**



**Descriptors**—Communication Skills, \*Floriculture, \*Job Analysis, Knowledge Level, \*Occupational Information, Ornamental Horticulture Occupation, \*Retailing, Safety, Skill Analysis, Skill Development, \*Task Analysis, Task Performance, Work Attitudes  
**Identifiers**—\*Retail Florists

The general purpose of the occupational analysis is to provide workable, basic information dealing with the many and varied duties performed in the retail florists occupation. The document opens with a brief introduction followed by a job description. The bulk of the document is presented in table form. Three duties are broken down into a number of tasks and for each task a two-page table is presented, showing on the first page: tools, equipment, materials, objects acted upon; performance knowledge (related also to decisions, cues and errors); safety-hazard; and on the second page: science; math-number systems; and communications (performance modes, examples, and skills and concepts). The duties include: designing; selling and servicing; and delivering and servicing. Lists of equipment; design elements, occasions for floral use, safety factors and hazards are appended. (BP)

**ED 107 981** 95 CE 004 194

*Murphy, Judy K. And Others*

**An Analysis of the Secondary School Clerical Aide Occupation.**

Ohio State Dept. of Education, Columbus. Div. of Vocational Education; Ohio State Univ., Columbus. Trade and Industrial Education Instructional Materials Lab.

Spons Agency—Office of Education (DHEW), Washington, D.C.  
Pub Date [75]

Note—93p.; For related documents, see CE 004 160-193, CE 004 195-206, CE 004 263-268, and CE 004 425-427

**EDRS Price MF-\$0.76 HC-\$4.43 PLUS POSTAGE**

**Descriptors**—\*Clerical Occupations, Communication Skills, \*Job Analysis, Knowledge Level, \*Occupational Information, \*Paraprofessional School Personnel, Safety, Skill Analysis, Skill Development, \*Task Analysis, Task Performance, Work Attitudes

**Identifiers**—\*Secondary School Clerical Aides

The general purpose of the occupational analysis is to provide workable, basic information dealing with the many and varied duties performed in the secondary school clerical aide occupation. The document opens with a brief introduction followed by a job description. The bulk of the document is presented in table form. Seven duties are broken down into a number of tasks and for each task a two-page table is presented, showing on the first page: tools, equipment, materials, objects acted upon; performance knowledge (related also to decisions, cues and errors); safety-hazard; and on the second page: science; math-number systems; and communications (performance modes, examples, and skills and concepts). The duties include: performing office functions; operating office counselor, attendance officer, media specialist, and school nurse. (BP)

**ED 107 982** 95 CE 004 195

*DiPlacido, Pat E. And Others*

**An Analysis of the Small Business Managing Occupation.**

Ohio State Dept. of Education, Columbus. Div. of Vocational Education; Ohio State Univ., Columbus. Trade and Industrial Education Instructional Materials Lab.

Spons Agency—Office of Education (DHEW), Washington, D.C.  
Pub Date [75]

Note—120p.; For related documents, see CE 004 160-194, CE 004 196-206, CE 004 263-268, and CE 004 425-427

**EDRS Price MF-\$0.76 HC-\$5.70 PLUS POSTAGE**

**Descriptors**—\*Administrative Personnel, Business Administration, Communication Skills, \*Job Analysis, Knowledge Level, \*Managerial Occupations, \*Occupational Information, Safety, Skill Analysis, Skill Development, \*Task Analysis, Task Performance, Work Attitudes  
**Identifiers**—\*Small Business Management

The general purpose of the occupational analysis is to provide workable, basic information dealing with the many and varied duties performed in the small business management occupation. The document opens with a brief introduction fol-

lowed by a job description. The bulk of the document is presented in table form. Twelve duties are broken down into a number of tasks and for each task a two-page table is presented, showing on the first page: tools, equipment, materials, objects acted upon; performance knowledge (related also to decisions, cues and errors); safety-hazard; and on the second page: science; math-number systems; and communications (performance modes, examples, and skills and concepts). The duties include: supervising purchase of merchandise, hiring of personnel, maintenance of equipment, personnel, and building maintenance; managing merchandise, operating procedures, merchandise promotions, business operating policies, physical facilities, and business finance, and insuring coverage of business losses. The document concludes with supplementary materials, and a glossary of business terms. (BP)

**ED 107 983** 95 CE 004 196

*Salsbury, Robert C. Kline, Charles R.*

**An Analysis of the Small Engine Repair Occupation.**

Ohio State Dept. of Education, Columbus. Div. of Vocational Education; Ohio State Univ., Columbus. Trade and Industrial Education Instructional Materials Lab.

Spons Agency—Office of Education (DHEW), Washington, D.C.  
Pub Date [75]

Note—145p.; For related documents, see CE 004 160-195, CE 004 197-206, CE 004 263-268, and CE 004 425-427

**EDRS Price MF-\$0.76 HC-\$6.97 PLUS POSTAGE**

**Descriptors**—Auto Mechanics, Auto Mechanics (Occupation), Communication Skills, \*Equipment Maintenance, \*Job Analysis, Knowledge Level, \*Machine Repairmen, \*Occupational Information, Safety, Skill Analysis, Skill Development, Skilled Occupations, \*Task Analysis, Task Performance, Work Attitudes

**Identifiers**—\*Small Engine Repair

The general purpose of the occupational analysis is to provide workable, basic information dealing with the many and varied duties performed in the small engine repair occupation. The document opens with a brief introduction followed by a job description. The bulk of the document is presented in table form. Sixteen duties are broken down into a number of tasks and for each task a two-page table is presented, showing on the first page: tools, equipment, materials, objects acted upon; performance knowledge (related also to decisions, cues and errors); safety-hazard; and on the second page: science; math-number systems; and communications (performance modes, examples, and skills and concepts). The duties include: testing performance of engine; maintaining and repairing ignition, fuel system, governors, starter systems, charging system, cooling system, lubrication system, valve train, short block assemblies, crankcase breathers, exhaust system, and shop equipment and tools; storing equipment for off season; maintaining small engine powered equipment; and operating a business. A glossary of terms related to small engine repair is appended. (BP)

**ED 107 984** CE 004 197

*Pfleghaar, John A. And Others*

**An Analysis of the Telecommunications Occupation.**

Ohio State Dept. of Education, Columbus. Div. of Vocational Education; Ohio State Univ., Columbus. Trade and Industrial Education Instructional Materials Lab.

Spons Agency—Office of Education (DHEW), Washington, D.C.  
Pub Date [75]

Note—54p.; For related documents, see CE 004 160-196, CE 004 198-206, CE 004 263-268, and CE 004 425-427

**EDRS Price MF-\$0.76 HC-\$3.32 PLUS POSTAGE**

**Descriptors**—Communication Skills, \*Delivery Systems, \*Job Analysis, Knowledge Level, \*Occupational Information, Safety, Skill Analysis, Skill Development, \*Task Analysis, Task Performance, \*Telecommunication, Work Attitudes

The general purpose of the occupational analysis is to provide workable, basic information dealing with the many and varied duties performed in the telecommunications occupation. The telecommunications job cluster includes such areas as the

telephone, two-way radio, cable TV, data transfer, teletype, and other allied fields. The document opens with a brief introduction followed by a job description. The bulk of the document is presented in table form. Seven duties are broken down into a number of tasks and for each task a table is presented, showing: tools, equipment, materials, objects acted upon; performance knowledge; safety-hazard; science; math-number systems; and communications. The duties include: install framework; mount equipment and apparatus; run cables and connect wires; perform basic tests on equipment; perform complex tests; troubleshoot equipment; and perform maintenance, modification, and repair of equipment. (BP)

**ED 107 985** 95 CE 004 198

*Pomeroy, James W. And Others*

**An Analysis of the Television and Radio Service Occupation.**

Ohio State Dept. of Education, Columbus. Div. of Vocational Education; Ohio State Univ., Columbus. Trade and Industrial Education Instructional Materials Lab.

Spons Agency—Office of Education (DHEW), Washington, D.C.  
Pub Date [75]

Note—114p.; For related documents, see CE 004 160-197, CE 004 199-206, CE 004 263-268, and CE 004 425-427

**EDRS Price MF-\$0.76 HC-\$5.70 PLUS POSTAGE**

**Descriptors**—Communication Skills, \*Job Analysis, Knowledge Level, \*Occupational Information, Radio Technology, Safety, \*Service Occupations, Skill Analysis, Skill Development, \*Task Analysis, Task Performance, \*Television Repairmen, Work Attitudes

The general purpose of the occupational analysis is to provide workable, basic information dealing with the many and varied duties performed in the television and radio service occupation. The document opens with a brief introduction followed by a job description. The bulk of the document is presented in table form. Eight duties are broken down into a number of tasks and for each task a two-page table is presented, showing on the first page: tools, equipment, materials, objects acted upon; performance knowledge (related also to decisions, cues and error); safety-hazard; and on the second page: science; math-number systems; and communications (performance modes, examples, and skills and concepts). The duties include: repairing phonographs, tape recorders, AM and FM radios, and wireless intercommunication sets; servicing television sets; and installing and repairing TV antenna systems and wired intercommunication systems. Lists of basic radio-TV repair hand tools and equipment for a radio-TV standard bench are appended. (BP)

**ED 107 986** 95 CE 004 199

*Abell, George H. And Others*

**An Analysis of the Terminal Clerking Occupation.**

Ohio State Dept. of Education, Columbus. Div. of Vocational Education; Ohio State Univ., Columbus. Trade and Industrial Education Instructional Materials Lab.

Spons Agency—Office of Education (DHEW), Washington, D.C.  
Pub Date [75]

Note—91p.; For related documents, see CE 004 160-198, CE 004 200-206, CE 004 263-268, and CE 004 425-427

**EDRS Price MF-\$0.76 HC-\$4.43 PLUS POSTAGE**

**Descriptors**—\*Clerical Occupations, Communication Skills, Delivery Systems, \*Job Analysis, Knowledge Level, \*Occupational Information, Safety, Skill Analysis, Skill Development, \*Task Analysis, Task Performance, \*Transportation, Work Attitudes

**Identifiers**—\*Terminal Clerks

The general purpose of the occupational analysis is to provide workable, basic information dealing with the many and varied duties performed in the terminal clerk occupation. The document opens with a brief introduction followed by a job description. The bulk of the document is presented in table form. Eight duties are broken down into a number of tasks and for each task a two-page table is presented, showing on the first page: tools, equipment, materials, objects acted upon; performance knowledge (related also to decisions, cues and errors); safety-hazard; and on the second page: science; math-number

systems; and communications (performance modes, examples, and skills and concepts). The duties include: applying rates; preparing freight bill; tracing freight; handling overages and shortages to incoming freight, damage, and collections and accounts receivable; storing and retrieving shipment information; and taking all incoming phone calls. A glossary of freight terminal terms is appended. (BP)

**ED 107 987** CE 004 200

Abell, George H. And Others

**An Analysis of the Terminal Dispatching Occupation.**

Ohio State Dept. of Education, Columbus. Div. of Vocational Education.; Ohio State Univ., Columbus. Trade and Industrial Education Instructional Materials Lab.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date [75]

Note—32p.; For related documents, see CE 004 160-199, CE 004 201-206, CE 004 263-268, and CE 004 425-427

**EDRS Price MF-\$0.76 HC-\$1.95 PLUS POSTAGE**

Descriptors—Communication Skills, \*Delivery Systems, \*Job Analysis, Knowledge Level, \*Occupational Information, Safety, Skill Analysis, Skill Development, \*Task Analysis, Task Performance, \*Transportation, Work Attitudes  
Identifiers—Terminal Dispatchers

The general purpose of the occupational analysis is to provide workable, basic information dealing with the many and varied duties performed in the terminal dispatching occupation. The document opens with a brief introduction followed by a job description. The bulk of the document is presented in table form. Three duties are broken down into a number of tasks and for each task a two-page table is presented, showing on the first page: tools, equipment, materials, objects acted upon; performance knowledge (related also to decisions, cues and errors); safety-hazard; and on the second page: science; math-number systems; and communications (performance modes, examples, and skills and concepts). The duties are: routing shipments, communicating with drivers, and maintaining records. A glossary of terminal dispatching terms is appended. (BP)

**ED 107 988** CE 004 201

Mascio, Joseph W. O'Connor, Patrick J.

**An Analysis of the Terminal Materials Handling Occupation.**

Ohio State Dept. of Education, Columbus. Div. of Vocational Education.; Ohio State Univ., Columbus. Trade and Industrial Education Instructional Materials Lab.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date [75]

Note—68p.; For related documents, see CE 004 160-200, CE 004 202-206, CE 004 263-268, and CE 004 425-427

**EDRS Price MF-\$0.76 HC-\$3.32 PLUS POSTAGE**

Descriptors—Communication Skills, \*Delivery Systems, \*Job Analysis, Knowledge Level, \*Occupational Information, Safety, Skill Analysis, Skill Development, \*Task Analysis, Task Performance, \*Transportation, Work Attitudes  
Identifiers—Terminal Materials Handlers

The general purpose of the occupational analysis is to provide workable, basic information dealing with the many and varied duties performed in the terminal materials handling occupation. The document opens with a brief introduction followed by a job description. The bulk of the document is presented in table form. Five duties are broken down into a number of tasks and for each task a two-page table is presented, showing on the first page: tools, equipment, materials, objects acted upon; performance knowledge (related also to decisions, cues, and errors); safety-hazard; and on the second page: science; math-number systems; and communications (performance modes, examples, and skills and concepts). The duties are: supervising movement of materials; supervising dock work force; unloading inbound material; storing material; and loading material for reshipment and/or delivery. A glossary of freight terminal terms is appended. (BP)

**ED 107 989** CE 004 202

Alstadt, Ralph A. And Others

**An Analysis of the Turf Specialist Occupation.**

Ohio State Dept. of Education, Columbus. Div. of Vocational Education.; Ohio State Univ., Columbus. Trade and Industrial Education Instructional Materials Lab.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date [75]

Note—48p.; For related documents, see CE 004 160-201, CE 004 203-206, CE 004 263-268, and CE 004 425-427

**EDRS Price MF-\$0.76 HC-\$1.95 PLUS POSTAGE**

Descriptors—Communication Skills, \*Job Analysis, Knowledge Level, \*Occupational Information, Safety, Skill Analysis, Skill Development, \*Task Analysis, Task Performance, \*Turf Management, Work Attitudes

The general purpose of the occupational analysis is to provide workable, basic information dealing with the many and varied duties performed in the turf specialists occupation. The document opens with a brief introduction followed by a job description. The bulk of the document is presented in table form. Four duties are broken down into a number of tasks and for each task a table is presented, showing: tools, equipment, materials, objects acted upon; performance knowledge (related also to decisions, cues and errors); safety-hazard; science; math-number systems; and communications. The duties include: planting, growing, and maintaining turf for permanent cover and for sod production; selling sod; and maintaining tools, equipment, and structures. Appended is an outline of basic arithmetic skills and concepts needed. (BP)

**ED 107 990** CE 004 203

Nichols, Lowell E.

**An Analysis of the Typewriting Service Specialist Occupation.**

Ohio State Dept. of Education, Columbus. Div. of Vocational Education.; Ohio State Univ., Columbus. Trade and Industrial Education Instructional Materials Lab.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date [75]

Note—57p.; For related documents, see CE 004 160-202, CE 004 204-206, CE 004 263-268, and CE 004 425-427

**EDRS Price MF-\$0.76 HC-\$3.32 PLUS POSTAGE**

Descriptors—Communication Skills, \*Equipment Maintenance, \*Job Analysis, Knowledge Level, \*Machine Repairmen, \*Occupational Information, Office Machines, Safety, Service Occupations, Skill Analysis, Skill Development, Skilled Occupations, \*Task Analysis, Task Performance, Work Attitudes

The general purpose of the occupational analysis is to provide workable, basic information dealing with the many and varied duties performed in the typewriter servicing occupation. The document opens with a brief introduction followed by a job description. The bulk of the document is presented in table form. Three duties are broken down into a number of tasks and for each task a two-page table is presented, showing on the first page: tools, equipment, materials, objects acted upon; performance knowledge (related also to decisions, cues and errors); safety-hazard; and on the second page: science; math-number systems; and communications (performance modes, examples, and skills and concepts). The duties are: maintaining and repairing typewriters, operating a parts department, and managing and supervising a service department. (BP)

**ED 107 991** CE 004 204

Pucci, Alex L. Reichel, George F.

**An Analysis of the Welding Occupation.**

Ohio State Dept. of Education, Columbus. Div. of Vocational Education.; Ohio State Univ., Columbus. Trade and Industrial Education Instructional Materials Lab.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date [75]

Note—81p.; For related documents, see CE 004 160-203, CE 004 205-206, CE 004 263-268, and CE 004 425-427

**EDRS Price MF-\$0.76 HC-\$4.43 PLUS POSTAGE**

Descriptors—Communication Skills, \*Job Analysis, Knowledge Level, \*Metal Working Occupations, \*Occupational Information, Safety, Skill Analysis, Skill Development, Skilled Occupa-

tions, \*Task Analysis, Task Performance, Trade and Industrial Education, Welders, \*Welding, Work Attitudes

The general purpose of the occupational analysis is to provide workable, basic information dealing with the many and varied duties performed in the welding occupation. It includes the basic manipulative skills and technical information in the following four areas: oxy/acetylene, electric arc, tungsten inert-gas arc, and metallic inert-arc welding. The document opens with a brief introduction followed by a job description. The bulk of the document is presented in table form. The four areas are broken down into a number of tasks and for each task a two-page table is presented, showing on the first page: tools, equipment, materials, objects acted upon; performance knowledge (related also to decisions, cues and errors); safety-hazard; and on the second page: science; math-number systems; and communications (performance modes, examples, and skills and concepts). Also included in the document are a brief note on abbreviation of welding terms, and 2 sections on safety (eye protection and general safety practices). (BP)

**ED 107 992** CE 004 205

Harbage, Monroe Lechner, Donald L.

**An Analysis of the Horticulture Equipment and Services Occupation.**

Ohio State Dept. of Education, Columbus. Div. of Vocational Education.; Ohio State Univ., Columbus. Trade and Industrial Education Instructional Materials Lab.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date [75]

Note—114p.; For related documents, see CE 004 160-204, CE 004 206, CE 004 263-268, and CE 004 425-427

**EDRS Price MF-\$0.76 HC-\$5.70 PLUS POSTAGE**

Descriptors—Communication Skills, \*Equipment Maintenance, \*Horticulture, \*Job Analysis, Knowledge Level, \*Occupational Information, Safety, Skill Analysis, Skill Development, \*Task Analysis, Task Performance, Work Attitudes

The general purpose of the occupational analysis is to provide workable, basic information dealing with the many and varied duties performed in the horticulture equipment and services occupation. The document opens with a brief introduction followed by a job description. The bulk of the document is presented in table form. Fourteen duties are broken down into a number of tasks and for each task a two-page table is presented, showing on the first page: tools, equipment, materials, objects acted upon; performance knowledge (related also to decisions, cues and errors); safety-hazard; and on the second page: science; math-number systems; and communications (performance modes, examples, and skills and concepts). The duties include: fitting, repairing, and using shop tools and equipment; servicing and maintaining engines, hydraulics, and turf equipment; installing, servicing, and maintaining an electrical system; maintaining water systems, tree and shrub equipment, artificial environment controls, trucks and forklifts, and tractors and related equipment; maintaining and testing steam generators; testing and caring for spraying and spreading equipment; installing, testing and caring for irrigation and sprinkler systems; and carpentry and masonry maintenance and construction. (BP)

**ED 107 993** CE 004 206

Knapke, Lucille M. And Others

**An Analysis of the Word Processing Occupation.**

Ohio State Dept. of Education, Columbus. Div. of Vocational Education.; Ohio State Univ., Columbus. Trade and Industrial Education Instructional Materials Lab.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date [75]

Note—115p.; For related documents, see CE 004 160-205, CE 004 263-268, and CE 004 425-427

**EDRS Price MF-\$0.76 HC-\$5.70 PLUS POSTAGE**

Descriptors—Clerical Workers, Communication Skills, \*Job Analysis, Knowledge Level, \*Occupational Information, \*Office Occupations, Safety, \*Secretaries, Skill Analysis, Skill Development, \*Task Analysis, Task Performance, Typewriting, Work Attitudes  
Identifiers—\*Word Processing

The general purpose of the occupational analysis is to provide workable, basic information dealing with the many and varied duties performed in the word processing occupation. The document opens with a brief introduction followed by a job description. The bulk of the document is presented in table form. Ten duties are broken down into a number of tasks and for each task a two-page table is presented, showing on the first page: tools, equipment, materials, objects acted upon; performance knowledge (related also to decisions, cues and errors); safety-hazard; and on the second page: science; math-number systems; and communications (performance modes, examples, and skills and concepts). The duties include: operating power keyboards; transcribing documents; filing, logging and record-keeping; proofreading and editing; implementing procedures and flow charts; originating and completing documents; originating formats; managing time and tasks; supervising the center; and administering secretarial/clerical support. A three-page glossary is appended. (BP)

**ED 107 994** CE 004 263

Hoskinson, Karen And Others

An Analysis of the Administrative Assisting Occupation.

Ohio State Dept. of Education, Columbus. Div. of Vocational Education; Ohio State Univ., Columbus. Trade and Industrial Education Instructional Materials Lab.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date [75]

Note—65p.; For related documents, see CE 004 160-206, CE 004 264-268, and CE 004 425-427

**EDRS Price MF-\$0.76 HC-\$3.32 PLUS POSTAGE**

Descriptors—\*Administrative Personnel, Communication Skills, \*Job Analysis, Knowledge Level, \*Managerial Occupations, \*Occupational Information, Safety, Skill Analysis, Skill Development, Supervisors, \*Task Analysis, Task Performance, Work Attitudes  
Identifiers—\*Administrative Assistants

The general purpose of the occupational analysis is to provide workable, basic information dealing with the many and varied duties performed in the administrative assisting occupation. The document opens with a brief introduction followed by a job description. The bulk of the document is presented in table form. Nine duties are broken down into a number of tasks and for each task a table is presented, showing: tools, equipment, materials, objects acted upon; performance knowledge (related also to decisions, cues and errors); safety-hazard; science; math-number systems; and communications. The duties include: coordinating application of government rules and regulations and personnel procedures; supervising work; conducting research reports; organizing staff meetings, orientations, conferences, or conventions; building good public relations; purchasing office equipment and supplies; preparing for business trips; and processing correspondence. Appended are lists of precautions for safety hazards and standard office supplies. (BP)

**ED 107 995** CE 004 264

Bryant, Eyris And Others

An Analysis of the Data Processing Occupation.

Ohio State Dept. of Education, Columbus. Div. of Vocational Education; Ohio State Univ., Columbus. Trade and Industrial Education Instructional Materials Lab.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date [75]

Note—100p.; For related documents, see CE 004 160-206, CE 004 263, CE 004 265-268, and CE 004 425-427

**EDRS Price MF-\$0.76 HC-\$4.43 PLUS POSTAGE**

Descriptors—Communication Skills, \*Data Processing, \*Data Processing Occupations, \*Job Analysis, Knowledge Level, \*Occupational Information, Safety, Skill Analysis, Skill Development, \*Task Analysis, Task Performance, Work Attitudes

The general purpose of the occupational analysis is to provide workable, basic information dealing with the many and varied duties performed in the data processing occupation. The report has limited its discussion to entry level positions that are open to qualified high school graduates. The document opens with a brief introduction fol-

lowed by a job description. The bulk of the document is presented in table form. Five duties are broken down into a number of tasks and for each task a two-page table is presented, showing on the first page: tools, equipment, materials, objects acted upon; performance knowledge (related also to decisions, cues and errors); safety-hazard; and on the second page: science; math-number systems; and communications (performance modes, examples, and skills and concepts). The duties listed are: preparing data entry information, operating computer, supervising programming, maintaining a systems library, and performing basic business applications for processing data. (BP)

**ED 107 996** CE 004 265

Frass, Melvin R. Krause, Marvin

An Analysis of the Air Conditioning, Refrigerating and Heating Occupation.

Ohio State Dept. of Education, Columbus. Div. of Vocational Education; Ohio State Univ., Columbus. Trade and Industrial Education Instructional Materials Lab.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date [75]

Note—200p.; For related documents, see CE 004 160-206, CE 004 263-264, CE 004 267-268, and CE 004 425-427

**EDRS Price MF-\$0.76 HC-\$9.51 PLUS POSTAGE**

Descriptors—Air Conditioning, Communication Skills, \*Heating, \*Job Analysis, Knowledge Level, \*Occupational Information, \*Refrigeration Mechanics, Safety, Skill Analysis, Skill Development, Skilled Occupations, \*Task Analysis, Task Performance, Work Attitudes

The general purpose of the occupational analysis is to provide workable, basic information dealing with the many and varied duties performed in the air conditioning, refrigerating, and heating occupation. The document opens with a brief introduction followed by a job description. The bulk of the document is presented in table form. Six duties are broken down into a number of tasks and for each task a two-page table is presented, showing on the first page: tools, equipment, materials, objects acted upon; performance knowledge (related also to decisions, cues and errors); safety-hazard; and on the second page: science; math-number systems; and communications (performance modes, examples, and skills and concepts). The duties include installing, troubleshooting, servicing, and repairing refrigeration and air conditioning equipment and warm air heating systems. Included are lists for a standard tool kit, test equipment, and standard supplies. An appendix relates the duties to air conditioning, refrigeration, and heating. (BP)

**ED 107 997** CE 004 266

Dearth, Charles E. Nordvig, Carl A.

An Analysis of the Residential Electricity Occupation.

Ohio State Dept. of Education, Columbus. Div. of Vocational Education; Ohio State Univ., Columbus. Trade and Industrial Education Instructional Materials Lab.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date [75]

Note—82p.; For related documents, see CE 004 160-206, CE 004 263-265, CE 004 267-268, and CE 004 425-427

**EDRS Price MF-\$0.76 HC-\$4.43 PLUS POSTAGE**

Descriptors—Communication Skills, \*Electrical Occupations, \*Electricians, \*Job Analysis, Knowledge Level, \*Occupational Information, Safety, Skill Analysis, Skill Development, Skilled Occupations, \*Task Analysis, Task Performance, Work Attitudes  
Identifiers—\*Residential Electricians

The general purpose of the occupational analysis is to provide workable, basic information dealing with the many and varied duties performed in the residential electricity occupation. It does not cover the complete work of a master electrician, only the basic skills needed to do residential wiring. The document opens with a brief introduction followed by a job description. The bulk of the document is presented in table form. Seven duties are broken down into a number of tasks and for each task a two-page table is presented, showing on the first page: tools, equipment, materials, objects acted upon; performance

knowledge (related also to decisions, cues and errors); safety-hazard; and on the second page: science; math-number systems; and communications (performance modes, examples, and skills and concepts). The duties include: laying out residential wiring; installing proper entrance service, primary and secondary cable runs, electric heat, miscellaneous wiring, and all finishing electrical devices; and maintaining existing wiring. Appended are lists of mathematics terms and concepts and tools in a standard tool pouch. (BP)

**ED 107 998** CE 004 267

Clark, Anthony B. And Others

An Analysis of the Waste Water Treatment Maintenance Mechanic Occupation.

Ohio State Dept. of Education, Columbus. Div. of Vocational Education; Ohio State Univ., Columbus. Trade and Industrial Education Instructional Materials Lab.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date [75]

Note—101p.; For related documents, see CE 004 160-206, CE 004 263-266, CE 004 268, and CE 004 425-427

**EDRS Price MF-\$0.76 HC-\$5.70 PLUS POSTAGE**

Descriptors—Communication Skills, \*Environmental Technicians, \*Job Analysis, Knowledge Level, \*Occupational Information, Safety, Sanitation, Skill Analysis, Skill Development, \*Task Analysis, Task Performance, Work Attitudes

Identifiers—\*Waste Water Treatment Mechanics

The general purpose of the occupational analysis is to provide workable, basic information dealing with the many and varied duties performed in the waste water treatment mechanics occupation. The document opens with a brief introduction followed by a job description. The bulk of the document is presented in table form. Twelve duties are broken down into a number of tasks and for each task a two-page table is presented, showing on the first page: tools, equipment, materials, objects acted upon; performance knowledge (related also to decisions, cues and errors); safety-hazard; and on the second page: science; math-number systems; and communications (performance modes, examples, and skills and concepts). The duties include performance of: screenings and comminuting; grit removal; pumping; flow measurement; pretreatment by chemical addition; coagulation and flocculation; sedimentation; sludge wasting and digestion; biological decomposition via activated sludge, trickling filters, and oxidation lagoons; and chlorination. The document concludes with three appendices covering work attitudes and desirable personal characteristics, a list of standard tools, and 40 pages of items used in waste-water treatment. (BP)

**ED 107 999** CE 004 268

Frazer, William C. And Others

An Analysis of the Bank Teller Occupation.

Ohio State Dept. of Education, Columbus. Div. of Vocational Education; Ohio State Univ., Columbus. Trade and Industrial Education Instructional Materials Lab.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date [75]

Note—78p.; For related documents, see CE 004 160-206, CE 004 263-267, and CE 004 425-427. Glossary of terms indicated is not included

**EDRS Price MF-\$0.76 HC-\$4.43 PLUS POSTAGE**

Descriptors—\*Banking, Communication Skills, \*Finance Occupations, \*Job Analysis, Knowledge Level, \*Occupational Information, Safety, Skill Analysis, Skill Development, \*Task Analysis, Task Performance, Work Attitudes  
Identifiers—\*Bank Tellers

The general purpose of the occupational analysis is to provide workable, basic information dealing with the many and varied duties performed in the bank teller occupation. The document opens with a brief introduction followed by a job description. The bulk of the document is presented in table form. Ten duties are broken down into a number of tasks and for each task a two-page table is presented, showing on the first page: tools, equipment, materials, objects acted upon; performance knowledge (related also to decisions, cues and errors); safety-hazard; and



on the second page: science; math-number systems; and communications (performance modes, examples, and skills and concepts). The duties include: opening and closing the teller cage; processing payments, safety deposit box transactions, government bond transactions, and savings time certificates; accepting deposits; cashing and issuing drafts; operating teller machine; and opening new accounts. (BP)

**ED 108 000** CE 004 425

Kilo, Joseph L.  
An Analysis of the Diesel Truck Mechanic Occupation.

Ohio State Dept. of Education, Columbus. Div. of Vocational Education.; Ohio State Univ., Columbus. Trade and Industrial Education Instructional Materials Lab.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date [75]

Note—189p.; For related documents, see CE 004 160-206, CE 004 263-268, and CE 004 426-427

**EDRS Price MF-\$0.76 HC-\$9.51 PLUS POSTAGE**

Descriptors—\*Auto Mechanics (Occupation), Communication Skills, \*Diesel Engines, \*Job Analysis, Knowledge Level, Mechanics (Process), \*Occupational Information, Safety, Skill Analysis, Skill Development, Skilled Occupations, \*Task Analysis, Task Performance, Work Attitudes

Identifiers—\*Diesel Truck Mechanics

The general purpose of the occupational analysis is to provide workable, basic information dealing with the many and varied duties performed in the diesel truck mechanic occupation. The document opens with a brief introduction followed by a job description. The bulk of the document is presented in table form. Thirteen duties are broken down into a number of tasks and for each task a two-page table is presented, showing on the first page: tools, equipment, materials, objects acted upon; performance knowledge (related also to decisions, cues and errors); safety-hazard; and on the second page: science; math-number systems; and communications (performance modes, examples, and skills and concepts). The duties include maintaining and repairing engines, fuel systems, electrical systems, cooling systems, brake systems, driveline, steering systems, suspension, exhaust systems, hydraulic systems, refrigeration and air conditioning systems, chassis components, and cab and accessories. (BP)

**ED 108 001** CE 004 426

Comisar, David A. Earnhart, Marian L.

An Analysis of the Catering Occupation.

Ohio State Dept. of Education, Columbus. Div. of Vocational Education.; Ohio State Univ., Columbus. Trade and Industrial Education Instructional Materials Lab.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date [75]

Note—105p.; For related documents, see CE 004 160-206, CE 004 263-268, CE 004 425-427

**EDRS Price MF-\$0.76 HC-\$5.70 PLUS POSTAGE**

Descriptors—Communication Skills, Cooks, \*Food Service Occupations, \*Food Service Workers, \*Job Analysis, Knowledge Level, \*Occupational Information, Safety, Skill Analysis, Skill Development, \*Task Analysis, Task Performance, Work Attitudes

Identifiers—\*Caterers

The general purpose of the occupational analysis is to provide workable, basic information dealing with the many and varied duties performed in the catering occupation. The document opens with a brief introduction followed by a job description. The bulk of the document is presented in table form. Nine duties are broken down into a number of tasks and for each task a table is presented showing: tools, equipment, materials, objects acted upon; performance knowledge (related also to decisions, cues and errors); safety-hazard; science; math-number systems; and communications. The duties include: managing a business; booking the buffet; purchasing and ordering; preparing food and beverage; transporting, and serving a buffet; setting up room; cleaning up after catered affair; and cleaning and storing equipment, table setting, and special items. (BP)

**ED 108 002**

Wyatt, Tom Ulrich, Larry

An Analysis of the Credit Collection Occupation.

Ohio State Dept. of Education, Columbus. Div. of Vocational Education.; Ohio State Univ., Columbus. Trade and Industrial Education Instructional Materials Lab.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date [75]

Note—23p.; For related documents, see CE 004 160-206, CE 004 263-268, and CE 004 425-426

**EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE**

Descriptors—Communication Skills, \*Credit (Finance), \*Finance Occupations, \*Job Analysis, Knowledge Level, \*Occupational Information, Safety, Skill Analysis, Skill Development, \*Task Analysis, Task Performance, Work Attitudes

Identifiers—\*Credit Collection Agents

The general purpose of the occupational analysis is to provide workable, basic information dealing with the many and varied duties performed in the credit collection occupation. The document opens with a brief introduction followed by a job description. The bulk of the document is presented in table form. Three duties are broken down into a number of tasks and for each task a two-page table is presented, showing on the first page: tools, equipment, materials, objects acted upon; performance knowledge (related to decisions, cues and errors); safety-hazard; and on the second page: science; math-number systems; and communications (performance modes, examples, and skills and concepts). The duties include: obtaining past due accounts for collection, analyzing individual consumer accounts, and conducting the collection process. (BP)

**ED 108 003**

CE 004 564

Microfiche Set of Documents Announced in Abstracts of Instructional and Research Materials in Vocational and Technical Education (AIM/ARM), Volume 8, Number 3.

Ohio State Univ., Columbus. Center for Vocational and Technical Education.

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.

Pub Date 75

Note—19,478p.

**EDRS Price MF-\$32.04 PLUS POSTAGE. HC Not Available from EDRS.**

Descriptors—Agricultural Education, Business Education, Career Education, Distributive Education, Documentation, \*Educational Research, Health Occupations Education, Home Economics Education, Industrial Arts, \*Instructional Materials, \*Microfiche, Resource Materials, \*Technical Education, Trade and Industrial Education, \*Vocational Education

Documents announced in the Volume 8, Number 3 issue of "Abstracts of Instructional and Research Materials in Vocational and Technical Education" (AIM/ARM) are included in this microfiche set. Microfiche availability for these documents is shown in the AIM/ARM resume as MF available in VT-ERIC set. The microfiche set is arranged in the following sequence: (1) a VT number list of documents announced in v8, n3, and those found in the set, and (2) the full text of documents listed, in ascending VT-number order. The documents are filmed continuously. (Author)

**ED 108 004**

95

CE 004 740

Abstracts of Instructional and Research Materials in Vocational and Technical Education, Volume 8, Number 3.

Ohio State Univ., Columbus. Center for Vocational and Technical Education.

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.

Pub Date 75

Note—251p.

Available from—AIM/ARM, The Center for Vocational Education, The Ohio State University, 1960 Kenny Road, Columbus, Ohio 43210 (Annual, Calendar-year subscription \$34.00, six issues plus index)

**EDRS Price MF-\$0.76 HC-\$13.32 PLUS POSTAGE**

Descriptors—\*Abstracts, \*Educational Research, Indexes (Locators), \*Instructional Materials, \*Literature Guides, Technical Education, \*Vocational Education

The publication is presented with the purpose of providing educators easy access to current materials relevant to vocational-technical instruction and research. In the abstract section instructional materials (30 items) are followed by research materials (168 items) with the subject and author indexes providing access to both categories. The subject index descriptors are those listed in the "Thesaurus of ERIC Descriptors." The Projects in Progress section opens with a title by State index and provides abstracts of 51 curriculum projects and a directory of curriculum coordination centers. A title by State index provides access to 86 research projects in progress funded by the Vocational Education Amendments of 1968 (Public Law 90-576), Parts C, D, and I. A State directory of research coordinating units is provided. VT numbers included are VT 101 601 to 101 800. (SA)

## CG

**ED 108 005**

CG 009 811

Davidson, Dewitt C.

Social Schemata of Young Children Attending Schools Varying in Racial Composition: Race Versus Sex in a Binary-Choice Photo Sorting Task.

Pub Date [75]

Note—6p.; Presented at the Annual Meeting of the American Educational Research Association (Washington, D. C., March 30-April 3, 1975)

**EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE**

Descriptors—Behavior Patterns, Elementary School Students, \*Racial Factors, Research Projects, \*School Integration, Selection, \*Sex Differences, \*Social Influences, Social Psychology, \*Sociometric Techniques, Speeches

This study examined the responses children made on a photo sorting task when given a choice between race and sex as a basis for pairing photographs of Black and White children their own ages. It was hypothesized that children in racially integrated schools would make relatively fewer sortings based on race than their counterparts in racially homogeneous schools. Of additional interest was whether sorting patterns by sex, across racial lines, varied if the subject himself was included in the pairings, as distinguished from his pairing of others across racial lines. Results showed that white children, whether they attended racially integrated schools or all-white schools, had similar sorting patterns. Race and sex membership of students generally, had no significant effects on their sorting patterns. (Author/PC)

**ED 108 006**

CG 009 813

Anderson, Lorin W.

Time to Criterion: An Experimental Study.

Pub Date [75]

Note—19p.; Presented at the Annual Meeting of the American Educational Research Association (Washington, D.C., March 30-April 3, 1975)

**EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE**

Descriptors—\*Individual Differences, \*Instructional Design, Junior High School Students, \*Learning Processes, \*Memory, \*Motivation, Research Projects, Secondary Education, Speeches

The purpose of the study was to investigate the magnitude of individual differences in time-to-criterion and the stability of these differences. Time-to-criterion was defined in two ways: the amount of elapsed time required to attain the criterion level and the amount of on-task time required to attain the criterion level. Ninety students were randomly assigned to either a mastery learning strategy in which all students were helped to attain the 85 percent criterion level or to one of two control classes. All students learned a three-unit sequence of programmed material in matrix arithmetic. The results of the study indicated that time-on-task-to-criterion and elapsed time-to-criterion are alterable to the extent that

the ratio of the necessary time-on-to-criterion for the fastest student to the slowest student on the final unit was approximately one to one and two-fifths. Implications for schooling and school learning are discussed. (Author)

**ED 108 007** CG 009 814

Parish, Thomas S. And Others

**The Extinction of Racial Attitudes: Comparison of Sex Differences.**

Pub Date Jul 74

Note—15p.; Presented at the Annual Meeting of the American Educational Research Association (Washington, D.C., March 30-April 3, 1975)

**EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE**

Descriptors—\*Attitudes, Comparative Analysis, \*Conditioning, Kindergarten Children, \*Primary Education, \*Racial Discrimination, Research Projects, \*Sex Differences, Speeches

This experiment sought to determine if the extinction of anti Afro-American attitudes in Euro-American kindergarten children was possible. Also investigated was whether or not these conditioning procedures were equally effective regardless of the sex of Ss. A total of 37 Euro-American children were randomly selected from kindergarten classes and were randomly divided into four groups. The experimental groups were presented with pairings of the color black and neutral words. The color black has been found to be an emotionally charged stimulus and functionally related to attitudes toward Afro-Americans. The control group received no treatment. As hypothesized, extinction of anti Afro-American attitudes was found to occur following exposure to the conditioning procedures. Contrary to what was hypothesized, however, was the finding that females—but not males—demonstrated significantly more favorable attitudes toward Afro-Americans after having experienced the conditioning procedures. (Author)

**ED 108 008** CG 009 815

Horan, John J. And Others

**Behavioral Counseling: Training and Treatment Research at the Pennsylvania State University.**

Pub Date Apr 75

Note—10p.; Presented at the Annual Meeting of the American Educational Research Association (Washington, D.C., March 30-April 3, 1975)

**EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE**

Descriptors—Abstracts, \*Behavioral Counseling, \*Behavioral Science Research, \*Counselor Training, Decision Making, \*Emotional Adjustment, Group Therapy, Speeches, \*Training Techniques

This document presents brief reports on the empirical findings which have emerged or are emerging from over a dozen individual investigations in the field of behavioral counseling. Two distinct but related research strands have emerged. Within the first category which concerns the training process, per se, specific topics include an experimental comparison of three methods of teaching decision-making counseling, outcomes of counselor trainees as participants in behavioral group therapy, and "treatment" research. The second category includes such diverse topics as anger induction in assertion training, applied and laboratory investigations of emotive imagery, and investigations in the fields of drug abuse prevention and alcohol rehabilitation. (Author/PC)

**ED 108 009** CG 009 816

Hillman, Stephen B. And Others

**Behavioral Correlates of Conceptual Tempo.**

Spons Agency—Wayne State Univ., Detroit, Mich.

Pub Date Apr 75

Note—18p.; Presented at the Annual Meeting of the American Educational Research Association (Washington, D.C., March 30-April 3, 1975); Not available in hard copy due to marginal legibility of original document

**EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE**

Descriptors—Behavior Patterns, \*Conceptual Tempo, Elementary Education, \*Elementary School Students, Group Instruction, \*Learning Processes, Males, \*Problem Solving, Research Projects, Self Control, \*Small Group Instruction, Speeches

The purpose of this study was to determine whether or not children manifesting different cognitive styles also behave differently in small-group instructional situations. Six groups of seven children each engaged in a small group videotaped learning experience in which they were to learn the English equivalent of 75 symbols. Analysis of the data showed no differences between impulsive and reflective children on total number of responses, total number of correct responses, total number of correct first responses, ratio of correct responses/total number of responses, and time to first response. Results were discussed with respect to the generality of the conceptual tempo construct. (Author)

**ED 108 010** CG 009 817

Michaels, James W.

**Effects of Differential Rewarding and Inequity on Performance and Satisfaction.**

Pub Date [75]

Note—9p.; Presented at the Annual Meeting of the American Educational Research Association (Washington, D.C., March 30-April 3, 1975)

**EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE**

Descriptors—Adults, \*Group Behavior, \*Performance Factors, Research Projects, \*Rewards, \*Sex Differences, Social Influences, \*Social Reinforcement, Speeches

The relative effectiveness of alternative reward structures in strengthening individual task performance was investigated by operationalizing six reward structure treatments—each of which combined one of two levels of differential group rewarding with one of three levels of differential rewarding within groups. Twelve males and twelve females worked on math problems in dyads for eleven performance pay trials in each of the six reward structure treatments. Although the math performance of females varied directly with both differential group rewarding and differential rewarding within groups as predicted, the performance of males did not. As indicated by the absence of interaction effects for both sexes, none of the six reward structure treatments were differentially effective in strengthening performance independent of the main effects of the differential rewarding manipulations. Reported satisfaction with the pay allocation varied inversely with the performance-pay inequities which occurred between subjects as a result of the differential rewarding within groups manipulations. Reported overall satisfaction, however, was apparently unaffected by the inequities. (Author)

**ED 108 011** CG 009 818

Silvestro, John R.

**Training in Brainstorming and Convergent Thinking and the Conceptual Tempo of Impulsive and Reflective Children.**

Pub Date Apr 75

Note—14p.; Presented at the Annual Meeting of the American Educational Research Association (Washington, D.C., March 30-April 3, 1975); Not available in hard copy due to marginal reproducibility of original document

**EDRS Price MF-\$0.76 PLUS POSTAGE. HC Not Available from EDRS.**

Descriptors—\*Behavior Patterns, \*Cognitive Objectives, \*Conceptual Tempo, \*Convergent Thinking, Elementary School Students, \*Learning, Problem Solving, Psychological Characteristics, Research Projects, Speeches

Identifiers—\*Matching Familiar Figures Test, MFF

Third grade subjects were classified as impulsive or reflective on the basis of the Matching Familiar Figures (MFF) test. In Experiment I, subjects were given either convergent thinking tasks, brainstorming tasks, or a control task. In Experiment II, half of the subjects received difficult tasks intended to induce failure while the other half received success tasks, with feedback or no feedback appropriate to each subject's task. Response latencies on the MFF post tests were increased by convergent training to a lesser extent by the failure tasks. The data suggest that the convergent thought process may be potentially useful in modifying impulsive thinking. (Author)

**ED 108 012** CG 009 819

Smith, Richard W.

**Why Are Many Societies Sex Negative? A Social-Functional Theory.**

Pub Date [74]

Note—20p.; Best copy available

**EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE**

Descriptors—Behavioral Science Research, \*Negative Attitudes, Sex Role, \*Sexuality, \*Social Attitudes, \*Social Influences, Socialization, State of the Art Reviews, \*Theories

Identifiers—\*Social Functionalist Theory

America is a sex-negative society. It is intolerant of diversity in sexual tastes and aversions. This paper explores the possible reasons why successful societies have frequently been erotically intolerant, and why sexually positive groups are usually small and insignificant groups in other parts of the world. The author discusses a set of axioms based on research in the behavioral sciences and analyzed from a social functionalist viewpoint. These axioms, put together, represent a theory about why many competitively successful societies such as ours have evolved maintaining negative sex norms. (Author/PC)

**ED 108 013** CG 009 820

Frey, Steven J.

**The Effects of Subject Locus of Control and Sex as Moderators of Conditioned Response.**

Pub Date [75]

Note—20p.; Presented at the Annual Meeting of the American Educational Research Association (Washington, D.C., March 30-April 3, 1975); Best copy available

**EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE**

Descriptors—Behavior Development, \*Behavior Theories, College Students, \*Conditioned Response, \*Locus of Control, Reinforcement, Research Projects, \*Sex Differences, Speeches, \*Task Performance

This study investigated the moderating effects of previously conditioned, stable behavior characteristics on subsequent behavior resulting from a different set of reinforcement contingencies. The college students, who were the study subjects, were required to perform the task of solving anagrams under various modes of conditioning moderated by their previous conditioning related to internal-external expectancies. Due to the relatively short conditioning period, it was predicted that the existing expectancy set of subjects would assume major importance in performance, with feedback acting to confirm or disconfirm that expectancy set. Results supported the moderator status of subject locus of control and sex in performance situations that were dependent upon previously acquired skills and especially associated with past reinforcement. External locus of control subjects were seen as more conditionable but as valuing reinforcement to a lesser degree than internals. (Author/PC)

**ED 108 014** CG 009 821

Freeman, James T. Stromme, Reuben E.

**COM-MAND System: A New Technique for Group Therapy.**

Pub Date 28 Apr 74

Note—14p.; Presented at the Annual Meeting of the Midwestern Psychological Association (46th, Chicago, Illinois, May 2-4, 1974); Best copy available

**EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE**

Descriptors—\*Behavior Change, Corrective Institutions, Counselor Role, Drug Abuse, \*Feedback, \*Group Therapy, \*Learning Processes, \*Models, Program Descriptions, Speeches

"COM-MAND" represents the application of behavior modification concepts to the study, management, and control of behavior within a more traditional group therapy context. The emphasis of this system is on behavior, and is predicated on the learning/educational model. The therapist functions merely as an instructor, conducting a variety of behavioral training exercises. The client is taught to observe his own behavior, its consequences, and its effect upon others through the use of various prompts and instructions by the therapist/instructor, and he is directly and immediately reinforced when he does so. The system is presently being studied through use with inmates/addicts in a federal correctional institution. Details of the techniques used and hardware required, as well as an evaluation overview of the program are presented. (Author/PC)

ED 108 015 CG 009 822

Maynor, Gerald D., Sr.  
**The Effects of Socio-Economic Status and Race on Parental Attitudes Toward Public Education in a Tri-Racial School District.**

Pub Date Dec 74  
 Note—144p.; Ed.D. Dissertation, University of Miami

EDRS Price MF-\$0.76 HC-\$6.97 PLUS POSTAGE

Descriptors—American Indians, Caucasians, Doctoral Theses, Negroes, \*Parent Attitudes, \*Public Education, \*Public Opinion, \*Racial Factors, Research Projects, \*Socioeconomic Status

Identifiers—\*Your School Scale

This dissertation reports on a study of parental attitudes toward public education, with race and socio-economic status as controlling variables. "Your School" Scale was administered during interviews with 240 Indian, Black and White parents, and served as the dependent variable in the study. Race, socio-economic status and school environment were designated independent variables. Analysis of the data indicated that: (1) the socio-economic status of parents does not influence their attitudes toward public education; (2) of the three racial groups, Black parents are more likely to have a more positive attitude toward public education than Indians and Whites; and (3) Blacks and Whites are more favorably disposed toward desegregated school than are Indians. It is suggested that a comparative study be conducted relative to both parental attitudes toward public education and student achievement, since the two are most probably related. (Author/PC)

ED 108 016 CG 009 823

Glenn, William A. Richards, Louise G.  
**Recent Surveys of Nonmedical Drug Use: A Compendium of Abstracts.**

National Inst. on Drug Abuse (DHEW/PHS), Rockville, Md.; Research Triangle Inst., Durham, N.C.

Report No.—DHEW-ADM-75-139

Pub Date Jul 74

Note—161p.

EDRS Price MF-\$0.76 HC-\$8.24 PLUS POSTAGE

Descriptors—\*Abstracts, \*Drug Abuse, Literature Reviews, Research Methodology, \*Statistical Data, \*Surveys, \*Trend Analysis

Because of the dramatic increases in nonmedical drug use in the 1960's, hundreds of surveys have been conducted to gain perspective on its extent and nature. This compendium is a compilation of quantitative information abstracted from studies on drug use published since 1971. It examines methodological questions essential for interpreting and using the findings, and it summarizes major patterns and trends revealed by the surveys. The surveys found on the extent of nonmedical drug use fell into four general categories: (1) nationwide surveys; (2) surveys of high school populations; (3) surveys of college and university populations; and (4) surveys of other kinds of populations. The compendium offers a summary and interpretation of the overall findings as indicated by comparisons by geographic region, by age and grade in school, by sex, by sociodemographic characteristics, and over time. (Author/PC)

ED 108 017 CG 009 824

Cook, David R.  
**Beyond Competency Based Instruction: A Learning Hierarchy for Counselor Education.**

Pub Date 1 Apr 75

Note—22p.; Presented at the Annual Meeting of the American Educational Research Association (Washington, D.C., March 30-April 3, 1975)

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—\*Counselor Training, Higher Education, \*Instructional Design, \*Learning Activities, \*Objectives, \*Performance Based Education, Program Descriptions, Speeches, Teaching Methods

There are limitations inherent in a competency-based approach to counselor education, beginning with the assumption that it is impossible to specify all the competencies that a counselor needs or should have for any given setting. It follows from these assumptions that the designing of instruction cannot deal operationally with

more than a limited range of important counselor capabilities. The author proposes a hierarchy of learning outcomes for counselor education based on a learning model by Robert Gagne. From early to later development these learning outcomes included: (1) motor skills; (2) intellectual skills; (3) verbal information; (4) cognitive strategies; and (5) attitude learning. The major portion of the paper provides the detailed analysis of this hierarchy and its relevance to competency-based program development. (Author/PC)

ED 108 018 CG 009 826

Johnson, Norbert, Ed. McDaniel, Joe, Ed.  
**Handbook for Vocational Counselors.**

Mississippi Research Coordinating Unit for Vocational-Technical Education, State College.; Mississippi State Dept. of Education, Jackson. Div. of Vocational and Technical Education.

Pub Date 73

Note—57p.; Career Development Series 7003

Available from—Research and Curriculum Unit, Drawer DX, Mississippi State, Mississippi 39762 (HC \$1.25)

EDRS Price MF-\$0.76 HC-\$3.32 PLUS POSTAGE

Descriptors—\*Counseling Services, Information Dissemination, Occupational Guidance, \*Program Development, Program Improvement, \*Student Needs, Tests, \*Vocational Counseling Identifiers—\*Handbooks

This publication has been prepared to assist vocational counselors in developing and implementing guidance programs designed to effectively meet the needs of students. It attempts to depict the guidance services which should be offered and gives some procedures and techniques which may be used in providing these services. The information contained in this handbook was developed in a series of workshops attended by persons currently serving as vocational counselors throughout the state and therefore represents the thinking of practitioners in the field. Although the publication was designed primarily for use by counselors, it may also help teachers and administrators to become more familiar with guidance services. Counselors desiring additional information may refer to the references listed at the end of various sections or consult the State Supervisor of Vocational Guidance. (Author)

ED 108 019 CG 009 828

Westbrook, Franklin P.  
**A Comparison of Three Methods of Group Vocational Counseling.** University of Maryland Counseling Center Research Report No. 9-74.

Maryland Univ., College Park. Counseling Center.

Pub Date 13 Dec 73

Note—16p.

Available from—Franklin P. Westbrook, University of Maryland Counseling Center, Shoemaker Building, University of Maryland, College Park, Maryland 20742

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—College Students, \*Comparative Analysis, \*Discussion Groups, \*Educational Methods, \*Group Counseling, Higher Education, Information Dissemination, Occupational Information, Research Projects, Test Results, \*Vocational Counseling

Group vocational counseling has been criticized as being individual counseling in a group setting. All counseling has been criticized when goals are not set in the initial stages of counseling. The present investigation superimposed a group discussion process over a typical vocational counseling process in which the primary focus was on test information and over two atypical vocational counseling processes, one in which occupational information was primary and the other in which test information and occupational information were optional and randomly presented upon a group member's request. All subjects were studied in six single-sex, experimental groups and two control groups. The atypical groups learned significantly more and retained more than did both the typical groups and the control groups. (Author)

ED 108 020 CG 009 832

Lichtenberg, James W. Hummel, Thomas J.  
**Psychotherapy as Stochastic Process: Fitting a Markov Chain Model to Interviews of Ellis and Rogers.** University of Minnesota Office of Student Affairs Research Bulletin, Vol. 15, No. 18.

Minnesota Univ., Minneapolis. Office for Student Affairs.

Pub Date 5 Apr 75

Note—26p.; Presented at the Annual Meeting of the American Educational Research Association (Washington, D.C., March 30-April 3, 1975)

EDRS Price MF-\$0.76 HC-\$1.95 PLUS POSTAGE

Descriptors—\*Behavior Patterns, \*Interaction Process Analysis, Interviews, \*Models, \*Psychotherapy, Research Projects, \*Verbal Communication

Identifiers—\*Markov Chain Model

This investigation tested the hypothesis that the probabilistic structure underlying psychotherapy interviews is Markovian. The "goodness of fit" of a first-order Markov chain model to actual therapy interviews was assessed using a  $\chi^2$  squared test of homogeneity, and by generating by Monte Carlo methods empirical sampling distributions of selected characteristics of interaction processes against which the same characteristics in the actual interviews were compared. The model provided an adequate fit and should provide a useful tool for further investigations into the character and course of the therapy process. (Author)

ED 108 021 CG 009 833

Stewart, Norman R.  
**Systematic Counseling.**

Pub Date 75

Note—10p.; Presented at the Annual Meeting of the American Educational Research Association (Washington, D.C., March 30-April 3, 1975)

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—\*Counseling, \*Counselor Training, \*Feedback, \*Models, \*Performance Based Education, Practicums, Program Development, Speeches

As a result of program weaknesses found in a 1967 study of the counselor education program at Michigan State University, a new model entitled "systematic counseling" was developed. It has now been used with over 700 trainees and 6,000 clients in supervised practicum settings. Briefly, systematic counseling represents an organized means of translating general concepts into a form suitable for daily counseling practice. The development of Performance Criteria gives both trainees and supervisors a common set of standards for guidance throughout training, and the orderliness of the training experience allows the educators to develop an effective feedback network for continued program improvement. (Author/PC)

ED 108 022 CG 009 834

Berger, Dale E. Richardson, Robert P.  
**Using and Testing Hypotheses in Concept Attainment by Children.**

Pub Date Apr 74

Note—11p.; Presented at the Annual Convention of the Western Psychological Association (54th, San Francisco, California, April 25-28, 1974)

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—Age Differences, \*Children, \*Concept Formation, Elementary School Students, \*Feedback, \*Hypothesis Testing, \*Learning Processes, Problem Solving, Research Projects, Validity

Hypothesis behavior on three dimensional concept attainment problems was measured for 48 children (12 each at grades K, 2, 4, and 6). Every feedback trial was followed by a blank trial, a procedure that provided separate measures of S's ability to use hypotheses and test hypotheses. A S was considered to be "using" when his hypothesis inferred from a blank trial was consistent with his choice on the next feedback trial. Given that a S was "using", he was considered to be "testing" when he correctly reevaluated his hypothesis following a feedback trial (win-stay, lose-switch). Young children did not use hypotheses as often as older children, and those who did use hypotheses tended to be less successful than older children in testing for validity. In particular, the youngest children were more likely to retain an incorrect hypothesis in spite of repeated negative feedback. Although younger children were less successful in reaching solution, those who did solve were likely to solve as fast as older children who solved. The usual dimensional



preferences were not found: Children from each age group solved equally often using color, number, and shape dimensions. Experience with all three dimensions on the training tasks may have removed initial biases. (Author)

**ED 108 023** CG 009 835  
Newton, Fred B.

**Development of Student Leadership on Campus.**  
Pub Date [Mar 75]

Note—18p.; Presented at the Annual Convention of the American College Personnel Association (50th, Atlanta, Georgia, March 5-8, 1975); Best copy available

**EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE**

**Descriptors**—\*College Students, Decision Making, Higher Education, \*Leadership Training, \*Models, \*Objectives, Program Descriptions, State of the Art Reviews, \*Student Development

Development of student leaders has been identified as an important need on college campuses. Experience drawn from numerous training sessions for various student leadership situations has led to a leadership training model based upon five propositions for effective training. The model contains five modules, each with a statement of goals, objective tasks necessary to accomplish the goals, and suggested activities for implementation. Modules focus on the following: (1) Preliminary Analysis and Planning; (2) Team Building; (3) Understanding and Use of Group Dynamics; (4) Skills for Decision-Making and Task Accomplishment; and (5) Evaluation and Followup. (Author/PC)

**ED 108 024** CG 009 836  
Borland, David T.

**Organizational Considerations for Effective Residential Learning Implementation.**  
Pub Date 6 Mar 75

Note—16p.; Presented at the Annual Convention of the American College Personnel Association (50th, Atlanta, Georgia, March 5-8, 1975)

**EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE**

**Descriptors**—College Students, Concept Formation, \*Higher Education, \*Learning Experience, \*Organizational Effectiveness, \*Residential Programs, Speeches, State of the Art Reviews, \*Student Development

The evolving concept of student development in higher education is conceived of in many ways. The administrative implementation of the concept is not as readily conceived. One method of implementation concerns the comprehensive concept of residential learning, regardless of institutional size or type. Six organizational problems for the implementation of this integrated concept must be overcome. Five organizational skills can be used which provide for successful implementation by viewing the concept, not only in terms of the benefits that accrue to students, but also as solving the additional problems that may be caused for institutional colleagues through the implementation of the student development concept. (Author)

**ED 108 025** CG 009 837  
Nickerson, Eileen T.

**Women as a Second-Class Minority: A Case for Changing Sex-Role Stereotypes.**  
Pub Date Mar 74

Note—16p.; Presented at the Annual Convention of the National Association of School Psychologists (6th, Las Vegas, Nevada, March 17-21, 1974); Not available in hard copy due to marginal legibility of original document

**EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE**

**Descriptors**—\*Employment, \*Females, \*Intervention, Minority Groups, Sex Discrimination, \*Sex Stereotypes, \*Social Problems, Speeches, State of the Art Reviews

Women, with too few exceptions, are hired less often and for less money, get fewer and smaller raises, are promoted on the job less, and are fired more readily than males of comparable ability and experience. In addition, women in the professions (education included) report discriminatory practices in graduate training and while on the job. Counselors, educators, and other helping professions seem to have done little thus far to alleviate this situation. The author discusses intervention strategies for sex stereotyping which are being conducted in the United States. She points

to the need for more research in the field and, in particular, to testing out of intervention strategies with greater variety of populations, over longer periods of time, and with stricter and more elaborate controls. (Author/PC)

**ED 108 026** CG 009 838  
Borland, David T.

**Organizational Action Process.**  
Pub Date 7 Mar 75

Note—17p.; Presented at the Annual Convention of the American College Personnel Association (50th, Atlanta, Georgia, March 5-8, 1975)

**EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE**

**Descriptors**—\*Change Strategies, College Administration, \*Higher Education, \*Organizational Change, Speeches, \*Student Development, \*Student Personnel Work

If the concept of student development is to be implemented successfully, positive action must be taken that addresses the organizational parameters of the higher education bureaucracy. Personnel who traditionally have been committed to the personal development of students, now also must devote their professional skills to the organizational resources and barriers that can facilitate the student development process. This institutional process involves the steps of goal formation, organizational analysis, strategy construction, and tactics development. (Author)

**ED 108 027** CG 009 839  
Ross, Steven M.

**Imagery Ability and Context Modality as Factors in the Acquisition and Transfer of Concepts.**

Spons Agency—Advanced Research Projects Agency (DOD), Washington, D.C.

Pub Date 75

Note—27p.; Presented at the Annual Meeting of the American Educational Research Association (Washington, D.C., March 30-April 3, 1975)

**EDRS Price MF-\$0.76 HC-\$1.95 PLUS POSTAGE**

**Descriptors**—\*Imagery, Learning Theories, Paired Associate Learning, \*Pictorial Stimuli, \*Recall (Psychological), Research Projects, \*Retention, Speeches, \*Visual Learning

Subjects, differing in imagery ability, learned a list of paired associates with the presence of a verbal context related to the stimulus item, with a pictorial context related to the stimulus item, or without the presence of any context. Following testing for recall, the subjects were required to learn one of two transfer lists. Both lists were comprised of the original responses and new stimuli. In one list the new items were conceptually related to the original learning contexts, whereas in the other list they were not. The results supported the hypothesis that high-imagers would recall more words than low-imagers during acquisition, and that this effect would be most apparent when the learning context was pictorial. In addition, high-imagers were superior to low-imagers in transferring both verbal and pictorial contextual information to related and unrelated instances. These findings implied that imagery ability is a strong determinant of ability to learn and transfer contextual information presented in verbal or pictorial modalities. (Author)

**ED 108 028** CG 009 840  
Hall, Katherine Patterson

**Sex Status in Teacher Groups.**  
Spons Agency—American Association of Univ. Women, Washington, D.C.

Pub Date 2 Apr 75

Note—19p.; Presented at the Annual Meeting of the American Educational Research Association (Washington, D.C., March 30-April 3, 1975)

**EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE**

**Descriptors**—Females, \*Group Structure, Males, Research Projects, Secondary School Teachers, \*Sex Differences, \*Sex Role, \*Status, \*Teachers, Working Women

In 20 groups of secondary teaching majors discussing a school-related problem, male subjects dominated the decision-making process, initiating more verbal acts, exerting more influence, and displaying an interaction style different from that of the females. It is concluded that mixed-sex teacher groups are likely to develop status orderings based on sex rather than on actual competence at the task. In order to create more equal

participation, it is suggested that groups be cooperative rather than competitive, that they contain an equal number of women and men, and that intervention by administrators be used to elevate the status of women teachers. (Author)

**ED 108 029** CG 009 841  
Sells, S. B. And Others

**Men in Social Systems: Results of a Three-Year Multiorganizational Study. A Symposium.**

Texas Christian Univ., Fort Worth. Inst. of Behavioral Research.

Spons Agency—Office of Naval Research, Washington, D.C. Organizational Effectiveness Research Program.

Report No.—IBR-R-74-28

Pub Date Oct 74

Note—82p.; Presented at the Annual Convention of the American Psychological Association (82nd, New Orleans, Louisiana, August, 1974); Best copy available

**EDRS Price MF-\$0.76 HC-\$4.43 PLUS POSTAGE**

**Descriptors**—\*Armed Forces, \*Job Satisfaction, Longitudinal Studies, \*Military Organizations, Military Personnel, \*Organizational Development, Symposia, \*Work Environment

This symposium report presents the background, underlying assumptions, philosophy and goals, research design, sample, and results of an intensive three-year organizational study involving military, government and civilian organizations. The first paper, by S. B. Wells, discusses the organizational setting, approach and rationale of this research. The second paper, by L. R. James, presents an organizational model developed to guide the investigation and specific analyses in the present study, and combines an open systems approach with a linkage model. The third paper, by A. P. Jones, presents empirical evidence bearing upon the theoretical model. The paper by E. K. Funderson discusses aspects of the physical environment and their relationship to perceptions of the environment and to behavioral outcomes such as illnesses and accidents. The discussions, Paul Nelson and B. V. H. Gilmer review the study in terms of both its applied and theoretical applications. (Author/HMV)

**ED 108 030** CG 009 842  
Knowing, Wynn And Others

**Classroom Observation of Students and Teachers (COST): A Multiple Payoff Approach to Inservice Training. A Symposium.**

Pub Date 30 Aug 74

Note—79p.; Presented at the Annual Convention of the American Psychological Association (82nd, New Orleans, Louisiana, August, 1974); Best copy available

**EDRS Price MF-\$0.76 HC-\$4.43 PLUS POSTAGE**

**Descriptors**—Behavioral Counseling, \*Behavioral Science Research, \*Classroom Observation Techniques, \*Classroom Research, Speeches, \*Student Behavior, Symposia, \*Teacher Behavior

**Identifiers**—\*COST

This group of papers was presented as part of a symposium entitled "Classroom Observation of Students and Teachers (COST): A Multiple Payoff Approach to Inservice Training." The first paper, "Films for Inservice Teacher Training: A Miniworkshop," outlines the rationale and development of the film series of which the film, Consequences of Behavior, is a part. The second paper, "Modifying Student Behavior: What Works, and With Whom?" presents some of the evaluation research done to date. The third paper, "The Teacher Approval-Disapproval Scale (TADS): From the Mouths of Babies," describes a behaviorally-focused elementary school attitude questionnaire. The fourth paper, "Hyperkinesis in the Classroom: If Cerebral Stimulants are the Last Resort, What Would Be a First Resort?," describes one part of a project designed to compare the progress of hyperkinetic children treated by means of cerebral stimulants with those managed through behavioral counseling of parents and teachers. (Author/HMV)

**ED 108 031** CG 009 844  
Gryba, Eugene S.

**Life Skills for Northern Adolescents.**

Saskatchewan NewStart, Inc., Prince Albert; Training Research and Development Station

Prince Albert (Saskatchewan).

Pub Date Nov 74

Note—442p.; For related documents, see ED 070 846, ED 072 182, ED 072 183, ED 083 062, CG 009 845-847; Prepared with cooperation of the Northern School Board, Prince Albert, Saskatchewan

Available from—Training and Research Development Station, 154-8th Street, East, P. O. Box 1565, Prince Albert, Saskatchewan, Canada (HC \$6.95)

**EDRS Price MF-\$0.76 HC-\$22.21 PLUS POSTAGE**

Descriptors—\*Adolescents, \*Daily Living Skills, \*Human Relations, Instructional Materials, Interpersonal Competence, Manuals, Social Relations, Teenagers

Identifiers—\*Life Skills (Saskatchewan)

Life Skills are problem-solving behaviors appropriately and responsibly used in the management of one's life. This manual consists of a set of learning experiences designed to help adolescents (between the ages of 15 and 19 years) learn the Life Skills that they may find useful in coping with daily situations. The materials in this manual are meant to be guidelines around which activities can be organized. The lesson plans should serve as models for the facilitator. Sequences have been planned for variety with each lesson differing from the other in content and objective, the overall intention being to accumulate skills and increase competence as the course progresses. (Author/HMV)

**ED 108 032 CG 009 845**

Conger, D. Stuart. And Others

Readings in Life Skills. Readings and Appendices A-N.

Saskatchewan NewStart, Inc., Prince Albert; Training Research and Development Station, Prince Albert (Saskatchewan).  
Pub Date Sep 73

Note—333p.; For related documents, see ED 070 846, ED 072 182, ED 072 183, ED 083 062, CG 009 844-847; Not available in hard copy due to marginal legibility of original document  
Available from—Information Canada, Box 1565, Prince Albert, Saskatchewan, Canada (HC \$4.95)

**EDRS Price MF-\$0.76 HC-\$17.13 PLUS POSTAGE**

Descriptors—\*Behavior Patterns, Course Descriptions, \*Daily Living Skills, Essays, \*Human Relations, \*Interpersonal Competence, \*Problem Solving, Social Relations

Identifiers—\*Life Skills (Saskatchewan)

Life Skills are problem solving behaviors appropriately and responsibly used in the management of one's life. This book is a collection of papers on the theory, practice and evaluation of Life Skills, and an expanded version of the fifth edition of "Life Skills: A Course In Applied Problem Solving." It includes essays on the purposes and goals of Life Skills training as well as a description of a Life Skills course, complete with specific lesson plans. One of the articles discusses training of a life skills coach, while several others are devoted to the study of problem solving in the Life Skills course. The final articles discuss evaluation of student progress and of the course itself. (Author/HMV)

**ED 108 033 CG 009 846**

Williams, James B. Mardell, Edward A.

Life Skills Course for Corrections: Curriculum Guide.

Saskatchewan NewStart, Inc., Prince Albert; Training Research and Development Station, Prince Albert (Saskatchewan).  
Pub Date 73

Note—117p.; For related documents, see ED 070 842, ED 072 182, ED 072 183, ED 083 062, CG 009 844-847

Available from—Information Canada, Box 1565, Prince Albert, Saskatchewan (HC \$1.95)

**EDRS Price MF-\$0.76 HC-\$5.70 PLUS POSTAGE**

Descriptors—Adults, \*Correctional Education, \*Human Relations Units, Individual Development, \*Instructional Materials, Interpersonal Competence, Manuals, \*Problem Solving, \*Skill Development

Identifiers—\*Life Skills (Saskatchewan)

Life skills are problem solving and human relations skills, applied responsibly and appropriately to the management of one's life. This manual was prepared to describe and present modifications to the lessons in a previously published coaching manual to make them appropriate for use in a

correctional setting. Specifications for lessons which develop process skills, and which are not found in the coaching manual, are also included. The lessons are divided into sequenced phases: 1) foundation skills; 2) basic problem solving skills; 3) human relations; 4) application of problem solving and human relations skills to problem situations; 5) application of skills to finding a job; and, 6) testing one's life skills and work skills. (Author/PC)

**ED 108 034 CG 009 847**

Conger, D. Stuart, Comp. And Others

Evaluations of Life Skills Training.

Training Research and Development Station, Prince Albert (Saskatchewan).  
Pub Date 74

Note—173p.; For related documents, see ED 070 846, ED 072 183, ED 083 062, CG 009 844-846

Available from—Information Canada, Box 1565, Prince Albert, Saskatchewan, Canada (HC \$3.95)

**EDRS Price MF-\$0.76 HC-\$8.24 PLUS POSTAGE**

Descriptors—Behavior Change, \*Behavior Development, \*Instructional Materials, Instructional Programs, \*Problem Solving, Program Design, \*Program Evaluation, Research Projects, \*Skill Development

Identifiers—\*Life Skills (Saskatchewan)

Life skills are problem solving behaviors applied appropriately and responsibly in the management of one's life. The purpose of this book is to make available evaluation reports on the use of the life skills course conducted by a variety of organizations. Each evaluation study was based on a different experimental design and in some cases the evaluation was done by the implementer. The evaluation report on the course conducted by Mental Health/Alberta represents one of the most thorough psychometric evaluations of a life skills course to date. The reports in this book indicate some of the variety of applications being made of the life skills course: mental health, probation and housing. Since the purpose of evaluation is to provide information to decision makers whether they be potential adopters, adapters or developers, it is appropriate that this book on life skills evaluation should include a plan for re-developing the life course. (Author/PC)

**ED 108 035 CG 009 848**

Silberman, Harry F.

Work as a Way to Improve Socialization to Adulthood.

Pub Date 31 Mar 75

Note—15p.; Presented at the Annual Meeting of the American Educational Research Association (Washington, D.C., March 30-April 3, 1975)

**EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE**

Descriptors—Employment, Human Development, \*Job Satisfaction, Labor Market, \*Socialization, Speeches, \*Vocational Adjustment, \*Work Experience, \*Young Adults

If work experience is a desirable way to improve the socialization of youth to adulthood, there is a need to know the kind of work experience which should be provided, and the ways in which opportunities for such experiences can be increased. Generally, the author believes that young people are less likely to be intimidated by the bureaucratic environment if they have become familiar with it in a variety of educational forms prior to their full-time entry into the labor force. Ideally, they will have acquired a wide range of experiences at all levels of a number of different kinds of organizations. The author believes that the most effective way to improve socialization to adulthood is to establish a network of federally funded, specially designed, educational work experiences for young people prior to their full time entry into the labor force. (Author/PC)

**ED 108 036 CG 009 849**

Pace, Diana G. And Others

The Effects of Type of Imagery Selection and Multiplicity of Images Covert Positive Reinforcement.

Pub Date Apr 75

Note—12p.; Presented at the Annual Meeting of the American Educational Research Association (Washington, D.C., March 30-April 3, 1975)

**EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE**

Descriptors—Behavioral Objectives, \*Behavior Change, \*Conditioning, Counseling, \*Covert Response, \*Imagery, \*Reinforcement, Research Projects, Speeches

Identifiers—\*Reinforcement Survey Schedule

This study addressed three questions: Is there a reinforcing effect of positive covert imagery? Is the Reinforcement Survey Schedule a more effective aid to selection of positive imagery than individual selection of standardized assignment? Do multiple images produce greater conditioning than does a single image? Forty-six subjects were randomly assigned to six covert conditioning treatments or to a no-imagery control group. Subjects generated a list of numbers between 0 and 100, one each 10 seconds. Numbers ending in one, two, three, eight, or nine were followed by the experimenter's cueing to imagine a positive image. ANCOVA (baseline as covariate) indicated no significant findings. The implications for theory and research are discussed. (Author)

**ED 108 037 CG 009 850**

Elson, Steven E. Scheurer, William, Jr.

An Experimental Test of Covert Negative Reinforcement: A Constructive Replication of a Study by Ascher and Cautela.

Pub Date Apr 75

Note—21p.; Presented at the Annual Meeting of the American Educational Research Association (Washington, D.C., March 30-April 3, 1975)

**EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE**

Descriptors—Behavioral Objectives, \*Behavior Change, \*Conditioning, \*Covert Response, \*Reinforcement, Research Projects, Speeches, Therapy, \*Training Techniques

An investigation of the efficacy of covert negative reinforcement (Ascher and Cautela, 1972) was replicated. Thirty Ss were randomly assigned to one of three groups. Ss in the experimental group were trained to imagine a noxious scene, then to shift to the image of a ringing bell. During the test phase, the word "bell" was used to reinforce over- or under-estimations of the diameters of circles. Two control groups received differential treatment relevant to the purpose of the study. Results of the present study failed to replicate those of the original study. Several possible explanations are discussed. (Author)

**ED 108 038 CG 009 851**

Livingston, Roger H. Elson, Steven E.

Need for Replications of Key Studies in Covert Conditioning.

Pub Date Apr 75

Note—14p.; Presented at the Annual Meeting of the American Educational Research Association (Washington, D.C., March 30-April 3, 1975)

**EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE**

Descriptors—Behavioral Science Research, \*Behavior Change, \*Comparative Analysis, \*Conditioning, \*Covert Response, \*Overt Response, Reinforcement, Research Reviews (Publications), Speeches, State of the Art Reviews

There is a considerable body of research that involves covert antecedents and consequences of behavior, and how these factors tend to influence overt behavior. As is frequently the case in new areas of endeavor, overenthusiastic claims have been made for covert conditioning procedures, often based on poorly controlled experiments or clinical observations. Despite these setbacks, however, there appears to be research support for the notion that covert responses can be altered by punishment and reinforcement, and that covert processes do exert an influence on overt behavior. The problems with such support however, is that most of it comes from examination of case studies. It thus becomes apparent that the crucial test of covert conditioning must ultimately come from comparative group studies using clinical problems as dependent variables. (Author/PC)

**ED 108 039 CG 009 852**

Thomas, Hollie B.

Underlying Constructs of Locus of Control of Reinforcement.

Pub Date Apr 75

Note—14p.; Presented at the Annual Meeting of the American Educational Research Association

tion (Washington, D.C., March 30-April 3, 1975)

**EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE**

**Descriptors**—Correlation, \*Locus of Control, \*Measurement Instruments, \*Reinforcement, Research Problems, Speeches, \*Test Construction, \*Testing Problems

This study investigates the underlying constructs of two instruments which purport to measure the locus of control of reinforcement variable. Instruments used were the IAR and the Career Development Responsibility Scale (CDR). Principal components analyses were computed separately for each instrument from the intercorrelation matrix of the items of the respective instruments. Data were obtained from a cross-sectional student group of ninth graders. The study provides evidence that instruments designed to measure locus of control in domains other than academic achievement serve to increase the number of dimensions. Intercorrelations of the factor score derived from the IAR and CDR are sufficiently low as to question whether or not they are, in fact, measuring the same construct. Developers of locus of control instruments should be aware that the balance of situations and sources of control items will affect the scores obtained from the instrument, and thus the relationship with other similar instruments. (Author/PC)

**ED 108 040** CG 009 854  
Williams, Charles And Others

**Exploratory Strategic Evaluation of Policies for Aging Americans.**

Stanford Research Inst., Menlo Park, Calif. Spons Agency—Administration on Aging (DHEW), Washington, D.C.

Report No.—SRI-P-2099  
Pub Date Aug 73

Note—191p.

**EDRS Price MF-\$0.76 HC-\$9.51 PLUS POSTAGE**

**Descriptors**—Evaluation Methods, \*Federal Programs, \*Individual Needs, \*Older Adults, \*Policy, \*Program Evaluation, Research Projects, Socioeconomic Influences

This report analyzes federal policies and program for aging Americans in view of emerging socio-economic issues to determine if the present federal strategy has future viability. A conceptual framework and methodology were developed to evaluate federal programs in terms of individual needs. Based on this strategic evaluation, alternative strategies and policy initiatives were developed that could result in a higher quality of life for aging Americans. The major conclusions of the research are as follows: (1) present strategies are not likely to remain economically and politically viable; (2) the shift toward greater reliance on a pure income strategy through transfer payments via the Social Security System should be carefully evaluated; (3) a strategic monitoring and assessment process should be established and maintained on a continuing basis; and (4) there is a need to develop an alternative strategy for aging Americans and begin the transition from the present strategy. (Author/PC)

**ED 108 041** CG 009 855  
Kummerow, Jean M. Hummel, Thomas J.

**A Study of Variables Relating to Women's Vocational Patterns: A Fifteen Year Follow-Up.**

Pub Date 75

Note—18p.; Presented at the Annual Meeting of the American Educational Research Association (Washington, D.C., March 30-April 3, 1975)

Available from—Thomas J. Hummel, Education Career Development Office, College of Education, University of Minnesota, 1425 University Avenue Southwest, Minneapolis, Minnesota 55414

**EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE**

**Descriptors**—\*Females, \*Followup Studies, \*Occupational Choice, \*Predictor Variables, Research Projects, Speeches, Theories, \*Vocational Development, Vocational Interest

**Identifiers**—\*Vocational Pattern Index

A Vocational Pattern Index, based on Zytowski's (1969) postulates on women's vocational participation, was developed. This index is based on age of first entry into the job market, number of entries, years of work, and degree of participation. Fifteen years after graduation from the University of Minnesota, a Questionnaire

requesting detailed work, educational, and family life histories and various attitudes was sent to 143 females. One hundred nine persons responded. The relationship between the Vocational Pattern Index and 27 variables was studied using multiple regression. Number of children was found to be the best predictor of vocational pattern. (Author)

**ED 108 042** CG 009 856  
Alvir, Howard P.

**Evaluating Through Counting Learner Benefits.**

Pub Date 15 Apr 75

Note—16p.

Available from—Howard P. Alviri, Associate Commissioner for Research and Evaluation, Bureau of Occupational Education Research, The University of the State of New York, State Education Department, Albany, New York 12224 (Enclose stamped \$0.18), self-addressed envelope 8 1/2 x 11 marked "Book Rate"

**EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE**

**Descriptors**—\*Evaluation Criteria, \*Evaluation Methods, \*Learning Activities, \*Learning Processes, \*Program Evaluation, Research Projects

This paper examines three ways in which attempts at program evaluation are most often thwarted. The first, fingerprinting, may be either positive or negative. It may be positive by pointing to the individual who is "doing a good job considering—", it may be threatening by expecting too much of any one individual (e.g. "Evaluation should be made in terms of the project, not the project coordinator"). A second way to thwart effective evaluation is by asserting that progress is "in the pipeline"—that is, those benefits currently visible are meager compared to long-range benefits as yet unseen. The third way to thwart evaluation is by resorting to "tunnel vision", wherein every criticism meets with a character testimonial (e.g. "I'm doing all I can") intended to make the problems disappear. After examining and analyzing each postulation, the author offers ways in which each can be used positively. (CKJ)

**ED 108 043** CG 009 857  
Letchworth, George A. Stansell, Vance

**Influence of Situational Factors and Teacher Characteristics on Drug-Related Disciplinary Decisions.**

Pub Date Mar 75

Note—15p.; Paper presented at the Annual Meeting of the American Educational Research Association (Washington, D.C., March 30-April 3, 1975); Best Copy Available

**EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE**

**Descriptors**—\*Behavior Problems, \*Decision Making, \*Discipline, \*Dogmatism, Drinking, Research Projects, Speeches, \*Teacher Characteristics

**Identifiers**—\*Rokeach Dogmatism Scale

This study investigated the influence of teacher characteristics (age, gender, and dogmatism) and situational factors (self-motivated, other-motivated and in-class, out-of-class behavior) upon the judgments that are made regarding discipline decisions and perceived causal factors of alcohol related problem behaviors. Eighty educators read scenarios describing four problem behaviors involving alcohol and were instructed to respond in three ways. The educators also completed the short form of the Rokeach Dogmatism Scale. The causal attributions of the educators were analyzed separately for each of the four drug problems. From the comparison of scores, it was apparent that the "age" main effect was a strong one. Younger educators consistently recommended less severe discipline techniques than did the older group. The low dogmatism educators recommended the most severe disciplines while the high dogmatic educators recommended the least severe discipline. (Author/PC)

**ED 108 044** CG 009 858  
Tarino, Charles A.

**The Facilitation of Change: An Administrator's Dilemma.**

Pub Date Apr 75

Note—11p.; Paper presented at the Annual Meeting of the American Educational Research Association (Washington, D.C., March 30-April 13, 1975)

**EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE**

**Descriptors**—\*Administrator Responsibility, \*Career Education, Change Agents, \*Cooperative Education, Educational Change, \*Educational Innovation, \*Models, Public Schools, Role Perception, Speeches

**Identifiers**—\*Academy for Career Education

The purpose of this paper is to describe a strategy that facilitates the introduction of a large-scale innovation into public school settings. The principal focus is the new administrative role as it functions in this process. The context is the Experience-Based Career Education model (Academy for Career Education) designed and implemented by Research for Better Schools, Inc. (RBS). Experience-based career education exposes the student to a variety of content, methodologies and viewpoints relating the diversity of options and alternatives of the social-economic scene. More importantly, the program invites the student to confront these issues through self-study, observation and on-site experiences. The RBS model consists of three components: (1) basic skills; (2) student-economic-sector interactions; and (3) guidance and counseling. Academic skills and proficiencies are promoted through explication of their relationship to, and utility in, the world of work. Implementation of the program requires that the school leadership recognize and accept the need for change. RBS has developed a technology related to the definition, design, implementation and dissemination of experience-based career education. This technology stresses collaboration among RBS-intermediate units and/or county units or public school districts. The three-year study is currently in the replication stage, having been implemented initially in the Philadelphia schools. (Author/CJ)

**ED 108 045** CG 009 859  
Women in the Workforce: A Selected Book List.

Veterans Administration, Washington, D. C. Library Service.

Report No.—IB-14-4

Pub Date Sep 74

Note—6p.

Available from—Central Office Library, Veterans Administration, 810 Vermont Avenue, N.W., Washington, D.C. 20420

**EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE**

**Descriptors**—Bibliographies, \*Booklists, \*Females, \*Individual Development, Laborers, Labor Market, \*Role Perception, \*Working Women

In recognition of the continuing importance of women's contributions to the Veterans Administration mission, and in response to a growing interest in the subject on the part of both men and women, this brief reading list has been designed as a general introduction to the concerns of women, their work and their place in society. The list was compiled by the Central Office Library staff of the Veterans Administration in conjunction with the Federal Women's Program Coordinator. The majority of these books were copyrighted after 1970, but several of an older imprint date are included because of their in-depth treatment of a special topic or because of their historical value. (Author)

**ED 108 046** CG 009 860  
Powell, Barbara S.

**Children as Teachers: Stages in Cross-Age Tutoring.**

Pub Date Apr 75

Note—41p.; Paper presented at the Annual Meeting of the American Educational Research Association (Washington, D.C., March 30-April 3, 1975)

**EDRS Price MF-\$0.76 HC-\$1.95 PLUS POSTAGE**

**Descriptors**—Case Studies, \*Children, \*Cross Age Teaching, \*Educational Innovation, Elementary Education, \*Learning Processes, Program Descriptions, \*Role Perception, Speeches

In this document, the author: (1) describes a two-year study of cross-age teaching; (2) identifies six stages that children go through in learning to teach; (3) applies those stages to case studies of two tutors—one failure and one success; and (4) discusses the implications of the stages for the role of the supervisor in helping children to become successful teachers. (Author)



**ED 108 047** CG 009 861

*Brodzinski, Frederick R.*  
Semester Goals Project.  
Pub Date Mar 75

Note—6p.; Paper presented at the Annual Convention of the American College Personnel Association (50th, Atlanta, Georgia, March 5-8, 1975)

**EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE**

**Descriptors**—\*Behavioral Objectives, College Students, \*Dormitories, Higher Education, \*Program Descriptions, Program Effectiveness, Self Evaluation, Speeches, \*Staff Role, \*Student Development

The Semester Goals Project was initiated as a result of residence hall staff observations that although some students did very well academically, they were not fulfilling other developmental tasks common to college students. The project was initiated with the goal of having students determine the specific behavior goals for a given semester. Student staff in the residence halls acted as resource personnel and contact persons for the students involved in the project. The evaluation of the project showed numerous anticipated and unanticipated benefits to both students and staff. The program forced the students to examine their goals and objectives, and make them aware of their personal strengths and weaknesses. Generally, it improved their self-understanding and, through their self-determined goals, made them more responsible for their own learning. In regard to student-staff relations, the program greatly improved the staff member's understanding of the individual participants, and, therefore, greatly improved relations on the floor. The author discusses in detail how the program was initially established. (Author/PC)

**ED 108 048** CG 009 862

*Lecomte, Conrad Bernstein, Bianca*  
Contributions to a Science of Counseling.  
Pub Date 75

Note—13p.; Paper presented at the Annual Meeting of the American Educational Research Association (Washington, D.C., March 30-April 3, 1975)

**EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE**

**Descriptors**—\*Communication (Thought Transfer), \*Concept Formation, Counseling Effectiveness, \*Counselor Training, \*Models, \*Research Problems, Speeches

A model of communication has been offered in response to the need for a meaningful conceptual framework generating representative, systematic, and integrated research in counseling and counselor training. The usefulness of the communications paradigm for the practitioner and counselor educator in their conceptualization of the counseling and training process at molar and molecular levels, for the theorist in his study of different counseling approaches, and for the researcher in his formulation of problems, hypotheses, and design, has been explored. Hopefully, the specification and systematic study of the complex interactions among the identified variables will facilitate the development of consistently effective counseling and training strategies by counseling researchers and practitioners. (Author)

**ED 108 049** CG 009 863

*Johnson, R. Gilmore Scheurer, William E., Jr.*  
Covert Reinforcement: A Replication of an Experimental Test by Wish, Cautela, and Steffen.  
Pub Date 75

Note—10p.; Paper presented at the Annual Meeting of the American Educational Research Association (Washington, D.C., March 30-April 3, 1975)

**EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE**

**Descriptors**—\*Behavior Change, \*Covert Response, \*Operant Conditioning, \*Overt Response, \*Reinforcement, Research Projects, Speeches

**Identifiers**—\*Reinforcement Survey Schedule  
The research reported in this document was an attempt to replicate the study by Wish, Cautela, and Steffen, and to test the effects of covert reinforcement on overt behavior. The subjects were 50 college students who were presented the task of estimating the diameter of each circle in a series presented by slide projector. Pre- and post-treatment estimations of the circle size provided the criterion measure. All subjects filled in the

Reinforcement Survey Schedule and were assigned to one of five experimental conditions. The major research hypothesis was that differences in mean circle estimation would be greatest for subjects in the covert reinforcement condition. This hypothesis was not supported by the results of this research. While the earlier study found significant differences among treatments, the present replication found no significant differences among treatment conditions or interactions. (Author/PC)

**ED 108 050** CG 009 864

*Lutker, Carol J.*

Development and Evaluation of Constructive Fighting Workshop.  
Pub Date Mar 75

Note—5p.; Paper presented at the Annual Convention of the American College Personnel Association (50th, Atlanta, Georgia, March 5-8, 1975)

**EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE**

**Descriptors**—Aggression, Behavioral Objectives, \*Behavior Change, \*Communication Skills, Interpersonal Competence, \*Married Students, Speeches, \*T Groups, Video Tape Recordings, \*Workshops

A weekend marathon training group in constructive fighting techniques for college student couples is described. Evaluation indicated that couples did learn constructive fighting skills, and that aspects of the relationship were improved. Techniques included behavioral goal setting, feedback, non-verbal aggression and intimacy exercises, videotape replay and structured discussion. Steps in designing workshops are outlined that may be applicable to other behavior oriented experiences. (Author)

**ED 108 051** CG 009 865

*Royce, W. Stephen Weiss, Robert L.*

Behavioral Cues in the Judgement of Marital Satisfaction.  
Pub Date [74]

Note—17p.; Paper presented at the Annual Convention of the Western Psychological Association (54th, San Francisco, California, April 25-28, 1974)

**EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE**

**Descriptors**—\*Behavior Patterns, College Students, Family Life, \*Interaction Process Analysis, \*Interpersonal Relationship, \*Marriage, \*Problem Solving, Research Projects, Speeches, Video Tape Recordings

In order to identify behavioral cues which contribute to judgments of marital satisfaction/distress, 40 undergraduate judges rated the level of marital satisfaction of 24 couples shown on videotape and then listed the behavioral cues used in making their judgments. The stimulus tapes were problem-solving interactions of both distressed and nondistressed couples. The tapes were then scored for the actual occurrence of these cues. The judges specified cues which were able to discriminate marital satisfaction and distress ( $R=.71$ ) with greater validity than that of the judges themselves ( $r=.40$ ). The utility of defining interpersonal behavior in terms of dyadic units is discussed. (Author)

**ED 108 052** CG 009 867

*Parnes, Herbert S. And Others*

The Pre-Retirement Years: Five Years in the Work Lives of Middle-Aged Men. Volume 4.  
Ohio State Univ., Columbus. Center for Human Resource Research.

Spons Agency—Manpower Administration (DOL), Washington, D.C.

Pub Date Dec 74

Note—425p.; For related documents, see ED 026 525, 039 331, and 068 682

**EDRS Price MF-\$0.76 HC-\$20.94 PLUS POSTAGE**

**Descriptors**—Behavior, \*Employment Patterns, Employment Statistics, \*Labor Market, Life Style, \*Longitudinal Studies, \*Males, \*Middle Aged, Research Projects, Social Change

This volume examines a number of facets of the labor market experience and behavior of middle-aged men. It is based on a unique set of longitudinal data collected by personal interviews among the same sample of men in 1966, 1967, 1969, and 1971. The data contain a complete record of the labor market activity of the men over a five-year period, allowing a look at both

the antecedents and consequences of particular events and courses of action. The papers in this volume do not purport to analyze all of the aspects of the labor market experience of middle-aged men, but rather focus on particular problems or aspects of behavior that have significant bearing on the welfare of this group of men. The chapter headings include: (1) Earnings and Employment of Middle-aged Men—A Special Study of their Investment in Human Capital; (2) Middle-aged Job Changers; (3) Occupational Mobility among Middle-aged Men; (4) Early Retirement; and (5) Internal-external Control and Labor Market Experience. (Author/PC)

**ED 108 053** CG 009 868

*Jusenius, Carol L. Shortlidge, Robert L., Jr.*

Dual Careers: A Longitudinal Study of Labor Market Experience of Women. Volume 3.  
Ohio State Univ., Columbus. Center for Human Resource Research.

Spons Agency—Manpower Administration (DOL), Washington, D.C.

Pub Date Feb 75

Note—187p.; For related documents, see ED 043 755, and 068 713

**EDRS Price MF-\$0.76 HC-\$9.51 PLUS POSTAGE**

**Descriptors**—Behavior, \*Child Care, \*Employment Patterns, Employment Statistics, \*Females, \*Labor Market, \*Longitudinal Studies, Research Projects, Social Change

This volume is the third in a series based on a national sample of women who were 30-44 years of age when they first interviewed in mid-1967. The data for this third report were derived from personal interviews conducted in the summer of 1971. The report focuses on two problems which women in the labor force are likely to encounter, the first being the changing occupational distribution of women. The authors examined, for the time span 1967 to 1971, the extent to which women left (or entered) occupations which society viewed as "acceptable" for them, as well as the relationship between type of occupation and selected socioeconomic variables. The second problem examined is the changing demand for child care facilities. The report reviews changes which occurred between 1965 and 1971 in the utilization of different types of child care arrangements. (Author/PC)

**ED 108 054** CG 009 869

*Sibley, Ashley J. And Others*

VITAL Career Information Center Handbook.  
Louisiana State Dept. of Education, Baton Rouge. Bureau of Student Services; VITAL Career Information Center, Baton Rouge, La.

Report No.—Bull-1245

Pub Date 74

Note—270p.; Not available in hard copy due to marginal reproducibility of original document

**EDRS Price MF-\$0.76 PLUS POSTAGE. HC Not Available from EDRS.**

**Descriptors**—Adolescents, Career Choice, \*Guides, \*Information Dissemination, \*Occupational Information, \*Program Descriptions, State Programs, \*Vocational Counseling, Vocational Development

**Identifiers**—Louisiana, \*VITAL Career Information Center

This handbook was prepared to assist those coordinating the VITAL program in participating schools and agencies. It is designed primarily for use by counselors or other coordinators as an instrument for presenting VITAL occupational information to students who are interested in gainful employment after leaving school. The information provided in the handbook brings together the data and materials developed by the VITAL Career Information Center in conjunction with those of similar centers in some 33 other states. The handbook provides a source of aids for implementing the career information aspects of the career guidance program. Extensive appendices include reporting form, glossaries, survey and evaluation forms, log sheets, tables and bibliographies for each section. (Author/PC)

**ED 108 055** CG 009 870

*Mannebach, Alfred J.*

A System for Installing Occupational Experience Programs in Local Schools.  
Pub Date 31 Mar 75

Note—18p.; Not available in hard copy due to marginal legibility of original document

**EDRS Price MF-\$0.76 PLUS POSTAGE. HC Not Available from EDRS.**

**Descriptors**—Career Choice, \*Cooperative Education, Counseling, Decision Making, \*Educational Programs, \*School Community Relationship, Secondary Education, Speeches, \*Vocational Development, \*Work Study Programs

The purpose of this paper is to provide an awareness of the broad variety of educational programs which use the community or the work environment as a part of the curricula, to help school officials realize the benefits of using the work environment to enhance the educational program, and to suggest ways of installing occupational experience programs—either general work experience or cooperative occupational education—in local schools. Properly funded, conceptualized, planned, coordinated and implemented occupational experience programs are one of the great "untapped resources" for making education relevant for many students. Some type of occupational experience program should be an integral part of every school system in the nation. (Author/PC)

**ED 108 056** CG 009 871  
Haladyna, Thomas

**Theoretical Formulation and Empirical Validation of a Construct of Creativity.**

Pub Date 75

Note—59p.; Paper presented at the Annual Meeting of the American Educational Research Association (Washington, D. C., March 30-April 3, 1975). Not available in hard copy due to marginal legibility of original document

**EDRS Price MF-\$0.76 PLUS POSTAGE. HC Not Available from EDRS.**

**Descriptors**—\*Behavior Theories, Cognitive Processes, \*Creativity, \*Criterion Referenced Tests, Factor Analysis, \*Predictive Ability (Testing), Research Projects, Speeches, \*Validity

Creativity has been conceptualized as either cognitive or affective, and an analysis of research has indicated that these two approaches are incompatible. In this study, a rapprochement was attempted between two theoretical approaches using procedures recommended by Cronbach and Meehl (1955). First, a construct of creativity was formulated, then measures were explicated, and finally, a construct validation of these measures was attempted. Results indicated two possible construct reformulations, a one-factor versus a three factor interpretation. To resolve this dilemma, more universally accepted criterion measures appear to have the most promise for accurately identifying creative talent. (Author)

**ED 108 057** 95 CG 009 872  
Glickman, Lillian L. And Others

**Program Planning Guide for Education to the Elderly. Final Report.**

Massachusetts Association of Older Americans, Boston.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Bureau No.—4-0997

Pub Date 25 Apr 75

Grant—NIE-G-74-0060

Note—193p.

**EDRS Price MF-\$0.76 HC-\$9.51 PLUS POSTAGE**

**Descriptors**—Changing Attitudes, \*Community Colleges, Curriculum Planning, \*Guides, Individual Needs, \*Models, \*Older Adults, \*Program Planning, Research Projects, Social Change

This document contains a sourcebook developed as a program planning guide for community colleges and other interested institutions for the planning and implementation of effective educational programs for the elderly. The sourcebook contains the following information: (1) an examination of the changes in the nature of the older adult population and the impact of these changes on their educational needs, (2) a "state of the art" report on current community college programs for elders, (3) an inclusive model of educational program development for elders, (4) sample core curriculums in five specially delineated program areas for elders, and (5) an appendix of additional case studies, pertinent resources and contacts, and an annotated bibliography. The document also contains program plans for the development of a conference for community college administrators for the purpose of disseminating information offered in the sourcebook. Such a conference was held in Boston in 1975, and is discussed. Sample letters, forms, and materials are appended. (Author/PC)

**ED 108 058** CG 009 875

Dixon, Michael C. Wright, William E.

**Juvenile Delinquency Prevention Programs: An Evaluation of Policy Related Research on the Effectiveness of Prevention Programs. Report on the Findings of an Evaluation of the Literature.** George Peabody Coll. for Teachers, Nashville, Tenn. Inst. on Youth and Social Development. Spons Agency—National Science Foundation, Washington, D.C. RANN Program.

Pub Date Oct 74

Note—92p.

Available from—Office of Educational Services, Box 60, Peabody College for Teachers, Nashville, Tennessee 37203 (HC \$1.50, discount rates on quantities)

**EDRS Price MF-\$0.76 HC-\$4.43 PLUS POSTAGE**

**Descriptors**—\*Delinquency Prevention, \*Literature Reviews, \*Policy Formation, Prevention, \*Program Descriptions, \*Program Evaluation, Success Factors

This report is addressed to decision makers in the field of juvenile delinquency prevention and to those individuals who have an active concern for juvenile delinquency prevention programs. In addition, the report specifies those program areas which show promise for providing some degree of success and those areas which have clearly failed to make any progress toward the goal of prevention. The report also contains broad policy recommendations with respect to juvenile delinquency prevention programming, specific recommendations concerning research in the area of juvenile delinquency prevention, and recommendations calling for the greater use of program evaluation in conjunction with delinquency prevention programs. (Author)

**ED 108 059** CG 009 876

Edwards, Thomas O.

**White IQ Versus Black Intelligence.**

Pub Date [73]

Note—19p.

**EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE**

**Descriptors**—Environmental Influences, Heredity, Intellectual Development, \*Intelligence Quotient, \*Intelligence Tests, Literature Reviews, \*Nature Nurture Controversy, \*Negroes, \*Racial Differences, Racism

Identifiers—\*Jensen (Arthur)

This paper discusses the nature-nurture controversy concerning the origins of mental abilities. Specifically, the author looks at the viewpoint of Arthur Jensen and critically examines his work. This paper presents an overview of Jensen's position followed by a discussion of shortcomings in his methodology and research techniques. The author severely criticizes Jensen's failure to define terms to reduce ambiguity. The paper then critically describes Jensen's reliance on present intelligence testing methods. The manner in which Jensen uses the term, "race", is explored. His use of the concept "race and intelligence" is also discussed. The author concludes that Jensen is advocating "the genetic fallacy", and that those with a racist philosophy can use the Jensen argument to justify their position. The writer further concludes that Jensen has been generally unscientific and irresponsible in formulating his assumptions. (Author/BW)

**ED 108 060** CG 009 878

**How to Start a Rape Crisis Center.**

Rape Crisis Center, Washington, D.C.

Pub Date [72]

Note—47p.

**EDRS Price MF-\$0.76 HC-\$1.95 PLUS POSTAGE**

**Descriptors**—\*Counseling Centers, Crime, \*Crisis Therapy, \*Females, Guides, Organization, Program Planning, \*Rape, \*Violence, Voluntary Agencies

This booklet, written in response to requests from throughout the nation about how a rape crisis center can be started, presents the history of the founding of the Washington, D.C. center. The booklet offers sections dealing with specific issues. A section discusses, for the rape victim, pros and cons of working with the police, together with the various legal implications. The medical and hospital information section describes hospital procedures and the problems of venereal disease and pregnancy. Additional sections discuss the emergency phone service of the crisis center, transportation and counseling,

conducting rape conferences, and publicity. The final section, called "Putting it All Together", covers other important issues not mentioned in previous parts of the booklet. Appendices containing sample forms, bylaws of the rape crisis center, and a mock phone conversation are attached. (Author/BW)

**ED 108 061** CG 009 879

Moore, Kristin A.

**Fear of Success: Four Hypotheses. Working Paper No. 116.**

Michigan Univ., Ann Arbor. Center for Research on Social Organization.

Pub Date Mar 75

Note—24p.; Paper presented at the Conference for New Research on Women (Ann Arbor, Michigan, March 19, 1975)

**EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE**

**Descriptors**—Achievement, Behavioral Science Research, \*Fear, \*Females, Motivation, Projective Tests, Research Projects, Role Theory, \*Sex Differences, \*Stereotypes, \*Success Factors

This study examines four hypotheses concerning the nature of fear of success (FOS). Data were gathered in two stages. First, respondents in a large sample survey of metropolitan Detroit area residents were asked to tell a Thematic Apperception Test (TAT) story. In the second stage, white currently-married females aged 18 to 56 whose households were included in the first sample were re-interviewed six months to a year later. Comparative results suggest that the presence of FOS was strongly related to story length. Further, the hostility in FOS stories may represent free-floating anger. The study concludes that parents who are traditional, and who regard competition as inappropriate for females, seem more likely to rear daughters who regard achievement as inappropriate or threatening. FOS does not seem to be related to the inhibition of achievement activity but rather to high-achieving behavior, suggesting the need for further exploration of environment factors. (Author/BW)

**ED 108 062** CG 009 880

Jones, Bruce T. Starkey, Kathryn T.

**Redefinition of Counseling Roles in an Alternative School: A Case History.**

Pub Date Apr 75

Note—13p.; Paper presented at the Annual Meeting of the American Educational Research Association (Washington, D.C., March 30-April 3, 1975)

**EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE**

**Descriptors**—\*Alternative Schools, Attendance Patterns, \*Behavior Change, \*Counselor Functions, Discipline Problems, Program Descriptions, \*School Community Relationship, Secondary Education, Speeches, \*Teacher Role

This paper discussed an alternative school in which the roles of teachers have been redefined to include counseling functions. The counselor is a staff developer for the teachers, a community resource person, and an advocate for students in police court procedures. The psychologist is a staff developer for special techniques, a definer of individualized curricula for students, and an interpreter of test results. Community resources are an integral part of the school. Socially maladjusted youth are helped to build self-esteem, a sense of self-worth and of interdependence. Group counseling and group projects serve as the basis for the school curriculum. The paper also discusses financial support for the alternative school, job-training programs and various details related to curriculum development. Students in the redefined setting proved increasingly more socially adjusted, and have finished high school and taken further training. The success of this alternative school structure is measured by a 90 percent attendance rating and by lack of major discipline problems within the school. (Author/BW)

**ED 108 063** CG 009 881

Scott, Corinne C.

**Academic Self Concept and School Achievement: A Multiple Probe.**

Pub Date 75

Note—17p.; Paper presented at the Annual Meeting of the American Educational Research Association (Washington, D.C., March 30-April 3, 1975)

**EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE**

**Descriptors**—\*Academic Achievement, Correlation, Factor Analysis, \*Intelligence Quotient, \*Junior High School Students, Research Projects, \*Self Concept, \*Self Evaluation, Speeches

**Identifiers**—\*Brookover Self Concept of Ability Scale

Because the Brookover Self-Concept of Ability Scale has been widely used during the past decade as an index of general academic self-concept, this scale was selected to investigate the hypotheses in the present study. The purpose of this study were twofold: (1) to investigate the dimensionality of academic self-concept through patterns of item intercorrelation and factor analysis; and (2) to explore the relationship among the resultant academic self-concept factors, school achievement and I. Q. One hundred and thirty-four seventh grade students served as subjects. The principal factors method of factor analysis was used. Resulting data supported the set of hypotheses under investigation. The results of this study suggest that examination and reporting of the Brookover Scale as three subscales could serve to strengthen the interpretation of that variation in school achievement attributable to general academic self-concept. To the extent that academic self-concept is an affective consequence of the teaching-learning process and is an inhibitor of school achievement, the implications for education concerning multiple factors in the ASC construct are numerous. (Author/PC)

**ED 108 064** CG 009 882

Lauver, Philip J. Brody, Gene H.

**The Relative Effectiveness of Self-Modeling as a Procedure for Teaching Basic Interviewing Skills.**

Pub Date 2 Apr 75

Note—8p.; Paper presented at the Annual Meeting of the American Educational Research Association (Washington, D.C., March 30-April 3, 1975)

**EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE**

**Descriptors**—Counseling, \*Counselor Training, Educational Research, \*Effective Teaching, Graduate Students, Higher Education, \*Interaction Process Analysis, \*Interviews, \*Microcounseling, Research Projects

The purpose of this study was to compare the effectiveness of three instructional approaches to an established and conceptually related approach, microcounseling. The subjects were thirty-two graduate counseling students, randomly assigned to four treatment groups. These were microcounseling, modified microcounseling, self-modeling and verbal modeling. The procedure involved an initial 5-minute interview, a 20-30 minute instructional period and a final 5-minute interview. Comparative results revealed that each instructional procedure was equally effective in influencing the dependent variable from the pretest to posttest phases. The author concludes that the four approaches represent a potential for matching modes of instruction to the individual student's type of learning. Further, the existence of a variety of instructional alternatives permits students to employ one or several, as best fits their situation. (Author/BW)

**ED 108 065** CG 009 883

Langmeyer, David B. Starkey, Kathryn

**The Effect of Training on Value-Sharing on Semantic Differential Scores.**

Pub Date Apr 75

Note—16p.; Paper presented at the Annual Meeting of the American Educational Research Association (Washington, D.C., March 30-April 3, 1975); Best copy available

**EDRS Price MF-\$0.76 PLUS POSTAGE. HC Not Available from EDRS.**

**Descriptors**—Drug Abuse, Measurement Techniques, \*Parent Attitudes, Research Projects, Semantic Differential, Speeches, Teachers, \*Teaching Methods, \*Test Results, \*Training Techniques, \*Values

**Identifiers**—\*Value Sharing

Earlier training attempts to prevent drug abuse were predicated on a cognitive-behavior link. Increased information generally resulted in more positive attitudes toward drug use. An educational alternative which may intervene in drug taking behavior is Value-Sharing. Parents in a Value-Sharing course were administered a form of the Semantic Differential Scale with targets of "self as parent" and "ideal parent". A reduction in the difference between real and ideal ratings

resulted from the pre-post tests. One hundred school personnel will be measured with a "self as teacher" and "ideal teacher" scale. A similar reduction is anticipated. (Author)

**ED 108 066** CG 009 884

Johnson, David W.

**Cooperative Competencies and the Prevention and Treatment of Drug Abuse.**

Pub Date Apr 75

Note—30p.; Paper presented at the Annual Meeting of the American Educational Research Association (Washington, D.C., March 30-April 3, 1975)

**EDRS Price MF-\$0.76 HC-\$1.95 PLUS POSTAGE**

**Descriptors**—Behavior Problems, \*Drug Abuse, Drug Therapy, \*Interpersonal Relationship, \*Models, \*Prevention, Program Development, \*Socialization, Speeches

There is no aspect of human experience or human socialization more important than cooperation with others. The person's ability to engage in sustained cooperative endeavors depends upon a series of competencies. Successful cooperation depends upon the person having an integrated and coherent identity, directionality, a clear perception of interdependence, trust, and ability to accept the perspective of others. Persons who are not socialized into these competencies are likely to engage in abusive drug use patterns, and be unable to solve interpersonal problems. Drug abuse prevention and treatment programs need a model such as the one presented here to coordinate the development, implementation, and evaluation of programs aimed at increasing the quality of interpersonal relationships in a participant's life. (Author/PC)

**ED 108 067** CG 009 885

Frierion, Henry T., Jr.

**Differences Associated with Conceptual Tempo and Socioeconomic Status on Academic Achievement, IQ and Internal-External Control Measures.**

Pub Date 1 Apr 75

Note—25p.; Paper presented at the Annual Meeting of the American Educational Research Association (Washington, D.C., March 30-April 3, 1975)

**EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE**

**Descriptors**—\*Academic Achievement, \*Conceptual Tempo, \*Elementary School Students, Intelligence Quotient, \*Locus of Control, Research Projects, \*Socioeconomic Status, Speeches

The purpose of this study was to examine differences among reflective, impulsive, fast-accurate, and slow-inaccurate fourth-grade children who were either in the high or low socioeconomic status (SES) category. The subjects were 180 fourth-grade children who were administered eight different tests during the midpoint of the school year. It was predicted that children characterized as both low SES and impulsive would have the lowest scores on measures of academic achievement. No SES x Conceptual Tempo interaction, however, was found in the present study. The data supported the hypothesis that SES would be strongly associated with the dependent variables (eight tests) to the extent that high SES subjects would exhibit higher mean scores across all dependent measures. The findings of strong associations for SES subjects were consistent with earlier studies in the area. (Author/PC)

**ED 108 068** CG 009 886

Boyle, William T.

**The Single Parent Family: Some Social and Psychological Characteristics and Their Implications for Social Policy Decisions.**

Pub Date Apr 75

Note—20p.; Paper presented at the Annual Meeting of the American Educational Research Association (Washington, D.C., March 30-April 3, 1975)

**EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE**

**Descriptors**—Literature Reviews, \*One Parent Family, \*Policy Formation, \*Psychological Characteristics, \*Research Needs, \*Social Action, Speeches

This speech explores, in part, the literature concerning single parent families and the results of some of the research on such families. It sug-

gests some possible implications for social planning and policy in response to the existence of these families. The single parent system, represented in the person of the single parent mother has many of the same social and psychological characteristics of two-parent families. Among these, the most common seems to focus on financial stress, emotional stress caused by role conflict, and problems caused by public opinion and attitudes. Virtually no literature was found in the general area of the single parent father. Based on a recent research study of 100 single parents, it was found that even in the most adaptive situations there may still exist within the parent subtle feelings of guilt, rejection, and stress which may be communicated, no matter how subtly, to the child. The author suggests change in social policy which should include improvements in child care, work structure, research projects on the single parent, legislation, and crisis intervention. (Author/PC)

**ED 108 069** CG 009 887

Noffinger, Edward B. Pellegrini, Robert J.

**The Deja Connu Phenomenon: A Study in the Formation and Modifiability of First Impressions.**

Pub Date [74]

Note—21p.; Paper presented at the Annual Convention of the Western Psychological Association (54th, San Francisco, California, April 25-28, 1974)

Available from—Robert J. Pellegrini, Department of Psychology, San Jose State University, San Jose, California 95192

**EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE**

**Descriptors**—\*Association (Psychological), \*Cognitive Processes, \*Identification (Psychological), Learning Theories, \*Physical Characteristics, Research Projects, Stimuli, \*Stimulus Generalization

**Identifiers**—\*Deja Connu Phenomenon

Working from a rationale derived from cognitive learning theory, this study was designed to investigate the extent to which the formation and modifiability of first impressions may be affected by the perceiver's tendency to associate the stimulus person with some other individual. Fifty subjects rated their initial attractions toward male and female stimulus persons (models). For each model, subjects were then asked whether there was any individual he or she associated with that model, and if so, the strength of that association. The highly significant results provided strong support for the hypotheses that: (1) a positive correlation exists between evaluations of a stimulus person and another individual with whom he associates that person, (2) the magnitude of this correlation increases with strength of association, and (3) evaluations of a stimulus person are more open to change when there is no associated other. The results are discussed in terms of a number of specific and general psychological concepts and theories. (Author/PC)

**ED 108 070** CG 009 889

Stahmann, Robert F.

**Computerized Interest Testing and the Major Field of Study Map (MFM)**

Pub Date 7 Mar 75

Note—6p.; Paper presented at the Annual Convention of the American College Personnel Association (50th, Atlanta, Georgia, March 5-8, 1975)

**EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE**

**Descriptors**—\*College Majors, \*Computer Oriented Programs, \*Counseling Programs, Higher Education, \*Interest Tests, Speeches, \*Vocational Counseling

**Identifiers**—\*Major Field of Study Map, MFM

This paper discusses two innovations in the application of computer technology to vocational counseling in a university: (1) administration and scoring of a vocational interest inventory through the means of a cathode-ray-tube typewriter computer terminal, and (2) the development of the major field of study map (MFM), using local university norms. (Author)

**ED 108 071** CG 009 890

Helfgot, Steven R. And Others

**Student Development in the Classroom: The Tandem Approach.**

Oakton Community Coll., Morton Grove, Ill. Pub Date Mar 75



Note—31p.; Paper presented at the Annual Convention of the American College Personnel Association (50th, Atlanta, Georgia, March 5-8, 1975); Best copy available

**EDRS Price MF-\$0.76 HC-\$1.95 PLUS POSTAGE**

Descriptors—Community Colleges, \*Consultants, \*Credit Courses, Educational Experience, Group Experience, Program Descriptions, Role Perception, Speeches, \*Student Development, \*Student Personnel Workers, \*Teamwork Identifiers—\*Tandem Approach

Much has been written lately about the role of the Student Development Specialist in the classroom, most of it focusing on his role as consultant or process facilitator. This material focuses on the Student Development Specialist working as classroom teacher "in tandem" with another instructor from another discipline. The approach is simple. In many community colleges Student Development Specialists are offering group experiences for credit, usually in the Psychology discipline. In a "tandem" the Student Development Specialist teaching the group experience and another instructor teaching in another discipline build two interlocking courses. Both instructors teach in both; the same students are registered in both; the classes are taught in back-to-back time slots i.e. in tandem. Thus, the connection between disciplines is made available for students to grasp, helping them to better integrate the totality of their educational experience. (Author)

**ED 108 072 95 CG 009 891**

Validation and Use of Communication Tasks in Counselor Education. Final Report. Kansas Univ., Lawrence.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research. Bureau No—BR-1-G-088. Pub Date 31 Jul 73

Grant—OEG-7-72-0005(509)

Note—46p.; Not available in hard copy due to marginal legibility of original document

**EDRS Price MF-\$0.76 PLUS POSTAGE. HC Not Available from EDRS.**

Descriptors—Behavioral Objectives, Behavior Change, Communication (Thought Transfer), \*Communication Skills, Comparative Analysis, \*Counseling Effectiveness, \*Counselor Training, Empathy, Research Projects, \*Task Performance

Identifiers—SRS, \*Supervisors Rating Scale

The purpose of this study was to provide information regarding the reliability and validity of two simulated behavioral (communication) tasks specifically designed for counseling students. Two structured tasks were constructed, each representing typical problems and issues with which counselors are confronted. The experimental group consisted of 26 practicum students while the control group consisted of 15 volunteers. The two communication tasks were administered to all subjects twice, once at the beginning and once at the end of the semester. For the experimental group, one pre- and one post-counseling tape were rated with the accurate empathy scale. This group was also rated as to counseling performance with the Supervisory Rating Scale. The results indicated that the inter-rater reliability of both communications tasks were quite high, suggesting that consistent, independent ratings can be obtained with the rating scale. The construct validity of adaptability was not established, as it did not strongly relate to a similar construct of empathy nor was it predictive of measures of counseling skill. (Author/PC)

**ED 108 073 95 CG 009 892**

Mezei, Louis L.

The Development of Time Perspectives as Functions of Race, Integrated School Attendance, and Socio-Economic Class Between the Ages of 11 and 17. Final Report.

Detroit Univ., Mich. Spons Agency—National Inst. of Education (DHEW), Washington, D.C. Bureau No—BR-1-0630. Pub Date Apr 73

Grant—OEG-5-71-0064(508)

Note—131p. **EDRS Price MF-\$0.76 HC-\$6.97 PLUS POSTAGE**

Descriptors—Adolescents, \*Age Differences, Comparative Analysis, Males, \*Racial Differences, Research Projects, \*School Integra-

tion, \*Socioeconomic Influences, \*Time Perspective

Thirteen groups of 11-19 year old boys, stratified by age, race, socio-economic class, and attendance at racially segregated or integrated schools served as subjects (N=185). Measures of the relative importance of the past, present, and future were derived from a story completion and story productions. Attitudes toward the three time divisions were measured by seven semantic differential scales, by the feeling tone of past and future events, and by time machine travel preferences. Measures of past and future extension were obtained by computing the time span of personal events. Only two developmental effects appeared. The personal past extended with increasing age, and a tendency to use all three time divisions on the importance measures appeared at or above the age of 14. All groups, except a black college age group, were optimistic about the present and the future. There were no differences between the relative importance and extension measures, but blacks showed a tendency to evaluate the past as worse than whites. Comparisons of middle class whites with lower class blacks showed a greater use of past and future on the past by whites. Attendance of segregated or integrated schools did not appear to influence the time perspective variables. (Author)

**ED 108 074 95 CG 009 893**

McMullen, David W.

Realistic Self-Assessment of Knowledge and Competence. Final Report.

State Univ. of New York, Stony Brook.

Spons Agency—National Center for Educational Research and Development (DHEW/OE), Washington, D.C. Regional Research Program. Bureau No—BR-2-B-071. Pub Date Dec 73

Grant—OEG-2-72-2B071

Note—53p.; Not available in hard copy due to marginal legibility of original document

**EDRS Price MF-\$0.76 PLUS POSTAGE. HC Not Available from EDRS.**

Descriptors—Behavior, \*Computer Oriented Programs, Feedback, \*Junior High School Students, \*Knowledge Level, Probability, Research Projects, \*Self Evaluation, Training Objectives, \*Training Techniques

Decision theoretic testing was used to explore whether junior high students could improve their tendencies to make realistic assessments of what they knew. In nine sessions over a period of three weeks, 49 seventh graders used computer terminals to record probability values in the form of logarithmic equivalents for each alternative in a randomized set of multiple-choice math problems. Students were assigned to three treatment groups. One worked individually, one worked individually with feedback from the computer, and the third group worked as teams with feedback from the computer. Analysis of the training sessions and posttests revealed differences in the stability of assessment behaviors but a common tendency to be overconfident, to be less realistic as problems become more difficult, and to distort the value of one's knowledge when working as teams. Realism training was most effective when explicit feedback was provided and the achievement level was low. (Author/PC)

**ED 108 075 CG 009 894**

Rice, William K., Jr.

The Effects of Task-Focused and Approval-Focused Discipline Techniques.

Pub Date Apr 75

Note—13p.; Paper presented at the Annual Meeting of the American Educational Research Association (Washington, D.C., March 30-April 3, 1975); Best copy available

**EDRS Price MF-\$0.76 PLUS POSTAGE. HC Not Available from EDRS.**

Descriptors—\*Behavior Problems, \*Classroom Environment, \*Discipline, Junior High School Students, Peer Groups, Perception, \*Personality, Research Projects, Speeches, \*Teacher Characteristics

Identifiers—\*Attribution Theory

This study focused upon whether there was a difference in the perception by peers of the target child in a classroom discipline situation after approval-focused desists (e.g., "June, I don't like children who talk without permission.") and task-focused desists (e.g., "Jane, You will not finish

your reading if you continue to talk."). Thirty-two eighth-grade students were assigned to either an approval-focused or task-focused treatment group. Inferences were made about the personality traits of the target of the desists and the teacher administering the desists, when the amount of information available was severely limited. Both the target and the teacher of the approval-focused desists were rated as having less desirable personality traits than when task-focused desists were used. These findings supported the discounting principle of attribution theory. The hypotheses that children hearing the approval-focused desists would be more confident of their ratings than those hearing the task-focused desists were not supported. The author discusses limitations of the study. (Author/PC)

**ED 108 076 CG 009 895**

Derevensky, Jeffrey

Developmental Changes in the Effect of Verbal, Non-Verbal and Spatial-Positional Cues on Retention.

Pub Date Apr 75

Note—26p.; Paper presented at the Annual Meeting of the American Educational Research Association (Washington, D.C., March 30-April 3, 1975)

**EDRS Price MF-\$0.76 HC-\$1.95 PLUS POSTAGE**

Descriptors—\*Cues, Elementary School Students, Information Utilization, \*Mental Development, Research Projects, \*Retention Studies, Speeches, Verbal Communication, \*Visual Stimuli

Sixty kindergarten, 60 second-grade, and 60 fourth-grade students performed several memory tasks under one of six conditions. The conditions differed as to the method of presentation of information. The study was focused on developmental changes in children's use of verbal, nonverbal, and spatial-positional cues for memory. The results, in general, showed consistent trends suggestive of a developmental change in representational ability: such that younger children tend to rely on visual cues and older children tend to rely on verbal cues to retain information. Children in all grades performed better when both visual and verbal cues were available and demonstrated an ability to utilize spatial-positional cues for retention. (Author)

**ED 108 077 CG 009 896**

Sells, Lucy W.

Sex and Discipline Differences in Professional Socialization.

Pub Date 2 Apr 75

Note—25p.; Paper presented at the Annual Meeting of the American Educational Research Association (Washington, D.C., March 30-April 3, 1975)

**EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE**

Descriptors—\*Graduate Study, Higher Education, Norms, \*Professional Personnel, \*Sex Differences, \*Socialization, Speeches, \*Values

Professional socialization in this paper refers to the process by which neophytes are initiated into the norms and values governing professional and academic disciplines in graduate school by professional gate-keepers. The first part of the paper shows very large differences in the effectiveness of professional socialization by sex, and across professional and academic disciplines. The second part explores some of the sources of ineffective socialization for neophytes and the gate-keepers who determine whether they gain access. The third part of the paper offers some techniques for helping both neophytes and gate-keepers discover more effective ways to achieve professional socialization. (Author/PC)

**ED 108 078 CG 009 897**

Ripstra, Constance C.

The Quality of Experimental Methodology in Counseling and Counselor Education.

Pub Date Apr 75

Note—17p.; Paper presented at the Annual Meeting of the American Educational Research Association (Washington, D.C., March 30-April 3, 1975)

**EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE**

Descriptors—\*Counseling, \*Counselor Training, Educational Research, \*Evaluation Methods, Literature Reviews, \*Research Methodology, Research Projects, \*Research Reviews (Publications), Speeches

Identifiers—EIEI, \*Evaluation Instrument For Experimental Methodology

The purpose of this study was to estimate, empirically, the quality of published experimental research in the fields of counseling and counselor education and to determine whether there has been an improvement over time of that quality. The sample of 152 studies was randomly chosen from the experimental studies published from 1962 through 1973 in the three major counseling and counselor education journals. Assessment of the reporting and methodology of the studies was done using the Evaluation Instrument Methodology (EIEI). Results showed that the quality of reporting was quite adequate in the sample studies, while the quality of experimental methodology was barely mediocre. Despite the trend of increasing quality, the author warns that the research in these fields must be viewed critically. The comment that poorly formulated research is not only worthless but deceptive should be heeded by counseling researchers, editors, and research consumers in an effort to upgrade the profession's research, protect future clients and trainees, and promote better counseling, service and training. (Author/PC)

ED 108 079 CG 009 898

Fishel, Andrew

**The Politics of Sex Discrimination in Education: A Comparative Analysis.**

Pub Date Apr 75

Note—29p.; Paper presented at the Annual Meeting of the American Educational Research Association (Washington, D. C., March 30-April 3, 1975); for related document, see CG 009 899

Available from—Center for the Study of Sex Differences in Education, 3701 Stewart Drive, Chevy Chase, Maryland 20015

EDRS Price MF-\$0.76 PLUS POSTAGE. HC Not Available from EDRS.

Descriptors—\*Comparative Analysis, \*Educational Policy, \*Educational Practice, \*Political Attitudes, Political Power, \*Sex Discrimination, Speeches

Identifiers—\*Maternity Leave

This paper analyzes the position and behavior of the participants involved in three reform efforts undertaken at the national level. Specifically, the paper analyzes the position taken by groups in: (1) oral arguments before the U. S. Supreme Court on cases involving maternity leave policies for public school teachers; (2) testimony before Congressional committees on the Women's Educational Equity Act; and (3) comments submitted to HEW's Office of Civil Rights on the proposed Title IX regulations. Lastly, the paper provides an overall assessment of the political alignment of groups on sex discrimination issues in education, and discusses the impact of this alignment for future efforts to eliminate sex-biased policies and practices. (Author/PC)

ED 108 080 CG 009 899

Potter, Janice

**Challenging Sex Discrimination Through the Courts: Maternity Leave Policies.**

Pub Date Apr 75

Note—26p.; Paper presented at the Annual Meeting of the American Educational Research Association (Washington, D. C., March 30-April 3, 1975); for related document, see CG 009 898

Available from—Center for the Study of Sex Differences in Education, 3701 Stewart Drive, Chevy Chase, Maryland 20015

EDRS Price MF-\$0.76 PLUS POSTAGE. HC Not Available from EDRS.

Descriptors—\*Court Litigation, \*Educational Policy, \*Elementary Secondary Education, \*Leave of Absence, Research Projects, \*Sex Discrimination, Speeches

Identifiers—\*Maternity Leave

This study attempted to determine the extent to which school districts had brought their maternity leave policies into compliance with the latest Supreme Court ruling. The study also analyzed the maternity leave requirements of the Equal Employment Opportunities Commission (EEOC), and sought to determine which variables were associated with compliance with the Supreme Court ruling and the EEOC regulations. Interviews and surveys of school district personnel in the nation's 11 largest school districts determined maternity leave policies in effect for the 1974-75 school year. This data indicated that all the school dis-

tricts complied with those EEOC regulations which were supported by the Supreme Court. The ideal school district, in terms of Total Compliance, was found to be: (1) affiliated with an NEA bargaining agent; (2) of low or medium teacher size; (3) Southern; and (4) with few racial minorities on the school board. (Author/PC)

ED 108 081 CG 009 900

Gustafson, Richard A.

**Counselor Judgement Vs. Test Results: Measuring Career Maturity.**

Pub Date 1 Apr 75

Note—10p.; Paper presented at the Annual Meeting of the American Educational Research Association (Washington, D. C., March 30-April 3, 1975); Not available in hard copy due to marginal legibility of original document

EDRS Price MF-\$0.76 PLUS POSTAGE. HC Not Available from EDRS.

Descriptors—\*Career Education, \*Counselor Attitudes, Measurement Instruments, Research Projects, Secondary Education, Secondary School Students, Speeches, \*Test Results, \*Vocational Development, \*Vocational Maturity, Work Attitudes

Identifiers—\*Career Maturity Inventory, CMI

The Career Maturity Inventory (CMI) has been used by some school districts to study the career development of high school students, as well as to evaluate the effectiveness of the career education project. Two questions which were raised about the selection of the CMI evolved into the objectives of this research. Those questions were: (1) Do counselor ratings of students' career knowledge, career planning, and attitude toward work correlate with those concepts as measured by the CMI? and (2) Are the students of the CMI measuring independent factors of career maturity or are they so highly intercorrelated that they measure only one or two factors? One hundred eleven tenth-grade students were given the CMI, and four counselors were asked to rate each student on three factors—concepts of knowing about jobs, looking ahead and attitudes toward work. Results of the study showed that the CMI subtests were highly interrelated, and that, while the counselor's ratings of students' career maturity correlated significantly, the relationship between what the counselors measured and what the CMI measured were not highly related at all. (Author/PC)

ED 108 082 CG 009 901

Witchel, Robert

**Student Development and Experimental-Gestalt Therapy.**

Pub Date [8 Mar 75]

Note—9p.; Paper presented at the Annual Convention of the American College Personnel Association (50th, Atlanta, Georgia, March 5-8, 1975) Not available in hard copy due to marginal legibility of original document

EDRS Price MF-\$0.76 PLUS POSTAGE. HC Not Available from EDRS.

Descriptors—\*Counseling Theories, Counselor Role, Educational Innovation, Higher Education, \*Program Descriptions, Social Change, Speeches, \*Student Development, \*Student Personnel Workers, \*Therapy

Identifiers—Gestalt Therapy, \*Tomorrow Higher Education Project (THE)

The rapid pace at which societal changes have occurred in our culture has presented a tremendous challenge to higher education. A major attempt to meet this challenge has been the Tomorrow's Higher Education (THE) Project. The goal of the THE Project is to reconceptualize student affairs work in a way that will provide a measure of creative input from the student affairs profession toward the shaping of post-secondary education for the future. Student development specialists can identify their own counseling/life style as Experiential-Gestalt and clearly recognize how Experiential-Gestalt philosophy and process can contribute to the goals presented by the THE Project and facilitate the student development specialist in fulfilling their functions. This paper briefly reviews the concepts of student development, specifically those which are summarized by the THE Project Statement. It offers a brief review of Experiential-Gestalt Therapy, relating the concepts to the THE Project Statement. A section is devoted to the Student Development Specialist. As A Model utilizing the skills and behavior of the Experiential-Gestalt therapist/person. And finally, it explores specific Experiential-

Gestalt methods found useful in facilitating the development of college students. (Author)

ED 108 083 CG 009 902

Witchel, Robert

**Fantasy and Experiential-Gestalt Therapy.**

Pub Date [Nov 74]

Note—9p.; Paper presented at the Annual Workshop of the Florida Personnel and Guidance Association (25th, Jacksonville, Florida, November 21-23, 1974); Not available in hard copy due to marginal legibility of original document

EDRS Price MF-\$0.76 PLUS POSTAGE. HC Not Available from EDRS.

Descriptors—\*Behavior Development, \*Counseling Theories, \*Creative Thinking, \*Fantasy, Interpersonal Relationship, Speeches, \*Therapy, Thought Processes

Identifiers—\*Gestalt Therapy

Fantasy activities are part of everyday experience. The author imagines hugging or touching someone, daydreams about sitting on a bench or riverbank, visualizes standing up during a boring meeting and shouting "let's wake up and do something!" Fantasy is also a tool that can be used in experimenting with new behavior, becoming more aware of experience, and as a therapeutic technique. Fantasy provides a creative stage on which to explore unlimited potentials. The author identifies his own counseling style as Experiential-Gestalt and discovers that fantasy is the most creative and powerful technique available to him. In this paper, he briefly shares some basics of Experiential Gestalt therapy, and describes how fantasy relates to these principles. Then he presents some ways that he uses fantasy in his own life, as well as how fantasy contributes to counseling relationships in which he is involved. (Author)

ED 108 084 CG 009 903

Shapiro, Deane H., Jr.

**Zen Meditation and Behavioral Self-Control: Some Similarities and Differences.**

Pub Date [75]

Note—39p.; Paper presented at the Annual Meeting of the American Educational Research Association (Washington, D. C., March 30-April 3, 1975)

Available from—Deane H. Shapiro, Jr., P. O. Box 2084, Stanford, California 94035

EDRS Price MF-\$0.76 HC-\$1.95 PLUS POSTAGE

Descriptors—\*Behavior, \*Behavioral Objectives, \*Comparative Analysis, Philosophy, Prevention, Rehabilitation, \*Self Control, \*Self Directed Groups, Speeches

Identifiers—\*Zen Meditation

An attempt is made to understand the behaviors involved in two different self-control strategies: Zen meditation and behavioral self-management. The first technique is derived from the Eastern "religious-Philosophical" tradition of Zen Buddhism; the other technique is derived from laboratory and field studies in Western settings. Using tools of naturalistic observation and experimental analysis, Zen meditation is conceptualized as a sequence of behaviors involving certain cues and consequences, and thereby being under explicit contingency arrangements. The same tools of experimental analysis are then applied to the behavioral self-management techniques, and a series of comparisons and contrasts are made between the two. After briefly reviewing the clinical outcome literature for both strategies, the paper concludes with a discussion of the rehabilitative and preventive benefits which may be gained from a combination of the two techniques. (Author)

ED 108 085 CG 009 904

Spinell, Philip R. Packard Ted

**Behavioral Self-Control Delivery Systems.**

Pub Date Feb 75

Note—15p.; Paper presented at the National Conference on Behavioral Self-Control (Salt Lake City, Utah, February, 1975)

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—\*Behavioral Objectives, \*Behavior Change, College Students, \*Course Descriptions, Higher Education, \*Individual Development, Program Descriptions, \*Self Control, Speeches

This document describes a developmental/preventive behavioral self-control seminar

which was offered to undergraduate college students through a regularly scheduled class. The course format included lectures, personal projects and group interaction, as well as reading and discussing the basic concepts of behavioral modification. Specific techniques developed and carried out by class members included identifying specific target behaviors, self-monitoring, making appropriate environmental changes and arranging for self-imposed consequences. Each student made a behavioral contract each week and reported to the class on results. From the authors' experience to date, it would seem that a behavioral self-control class has both remedial as well as developmental/preventive capabilities. College students were able to use the experience to execute positive changes in what would be considered normal life problems. The authors discuss other uses for such classes in the mental health areas. (Author/PC)

**ED 108 086** CG 009 905  
Lippitt, Peggy

**Cross-Age Helping Programs and Suggested Designs Which Have Worked Well in Cross-Age Helping Programs.**

Pub Date [75]

Note—17p.; Paper presented at the Annual Meeting of the American Educational Research Association (Washington, D.C., March 30-April 3, 1975)

**EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE**

Descriptors—\*Cross Age Teaching, \*Educational Innovation, \*Helping Relationship, \*Individualized Instruction, \*Individual Needs, \*Program Design, \*Program Effectiveness, \*Speeches, \*Tutoring

This document discusses the relative merits of cross-age helping programs, where one older more experienced student helps younger less experienced children to learn. Two types of approaches to organizing cross-age helping programs are reviewed: (1) one emphasizes a programmed or structured approach which consists of a series of detailed steps for the tutor to follow with his tutee; (2) the other emphasizes an open, more flexible relationship between older and younger. Ingredients necessary for a successful cross-age helping program are discussed, as well as an anecdotal evaluation of this type of program in a pilot study. A second paper included with this document suggests types of designs which have worked well in cross-age helping programs. (Author/PC)

**ED 108 087** CG 009 906

Macia, Elizabeth S.

**Women in Educational Research: Affirmative Action Plans.**

Pub Date 1 Apr 75

Note—8p.; Paper presented at the Annual Meeting of the American Educational Research Association (Washington, D.C., March 30-April 3, 1975)

**EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE**

Descriptors—\*Educational Research, \*Equal Protection, \*Females, \*Policy Formation, \*Professional Associations, \*Sex Discrimination, \*Speeches

Identifiers—\*Affirmative Action

In order to provide women educational researchers with equal opportunities, the author proposes that women's affirmative action plans with respect to educational research be instituted, and that the American Educational Research Association (AERA) play a central role in their institution. What is necessary in a women's affirmative action plan for AERA is a statement of commitment to equal opportunity for women to participate in the association, and this commitment must be detailed through policies covering the main categories of associational activities. To accomplish a complete women's affirmative action plan, a full-time women's affirmative action officer should be appointed. AERA thus has a role to play in instituting women's affirmative action plans for the educational research training and/or research organization to which its members belong. (Author/PC)

**ED 108 088** CG 009 908  
National Study of Social Welfare and Rehabilitation Workers, Work, and Organizational Contexts, Research Report No. 3, Overview Study of Employment of Paraprofessionals.

Social and Rehabilitation Service (DHEW), Washington, D.C.

Report No.—SRS-74-05417

Pub Date Apr 74

Note—199p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock No. 1760-00125, \$3.00)

**EDRS Price MF-\$0.76 HC-\$9.51 PLUS POSTAGE**

Descriptors—\*Employment Practices, Field Studies, \*Literature Reviews, Models, \*Nonprofessional Personnel, \*Rehabilitation Programs, Research Projects, \*Social Workers

This document has four major objectives: (1) to synthesize and summarize the relevant literature on the employment of paraprofessionals; (2) to present the insights and impressions gained from experiences in a limited field investigation; (3) to relate both the literature and the field investigation to a conceptual framework; and (4) to discuss the knowledge gained from the literature and the field experiences for its operational implications for managers and decision makers in the social welfare and rehabilitation services. A framework was used to organize the literature into five major sections—antecedents of the paraprofessional movement, a description of paraprofessional workers, their utilization, their assimilation into organizations, the consequences of employing them—and to develop concepts for constructing instruments for collecting data in the field. (Author/PC)

**ED 108 089** CG 009 909

Stilwell, William E.

**Recent Efforts in Planned Interventions for Affective Education.**

Pub Date 31 Mar 75

Note—27p.; Paper presented at the Annual Meeting of the American Educational Research Association (Washington, D.C., March 30-April 3, 1975)

**EDRS Price MF-\$0.76 HC-\$1.95 PLUS POSTAGE**

Descriptors—\*Affective Objectives, Behavior Change, \*Educational Innovation, \*Humanistic Education, \*Intervention, \*Program Descriptions, Program Evaluation, Research Projects, Skill Development, Speeches

The major purpose of this paper was to report on several innovations in the promotion of affective skill development in the school setting. Three studies were carried out in urban, parochial schools and were analyzed together. A rural school study was discussed separately. The major strategies instrumental in each of the four studies included: (1) feedback through test analysis, teacher attention, parental support; (2) social contact exercise, teacher attention, videofeedback; (3) existential group work, teacher attention; and (4) social contact exercise, process learning. Three analyses (analysis of variance, aptitude x treatment interaction, gain scores) were used to interpret the results of the four studies. A lower disruptive score or fewer negative teacher ratings were considered desirable directions of change in student behavior. Generally, for boys and girls, the comparisons of absolute gains showed that Group I and III strategies were about equally effective, but that Group II strategies lowered the selected scale scores. Suggestions for further research are discussed. (Author/PC)

**ED 108 090** CG 009 910

Eitzen, Maggie, Comp.

**Multiple Roles in Contemporary Society: What are the Choices? A Charrette.**

Spons Agency—Arizona State Dept. of Education, Phoenix. Div. of Vocational Education; Maricopa County Community Coll. District, Phoenix, Ariz.

Pub Date Mar 75

Note—21p.; Report of a conference on Multiple Roles in Contemporary Society (Phoenix, Arizona, February 26-28, 1975)

**EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE**

Descriptors—\*College Students, \*Community Colleges, Conference Reports, Educational Innovation, \*Females, Individual Needs, Post Secondary Education, \*Program Development, Sex Stereotypes, \*Vocational Education

This document reports on a "charrette" held in Phoenix, Arizona aimed at helping community colleges initiate and implement programs and services to solve problems facing women students. A

"charrette" is defined as a working conference which includes an intensive effort to complete a project. Teams of one administrator and one faculty member from various community colleges participated in the three-day event, and each team had as its goal the preparation of a short-term program to be implemented the next year and a long term program which might take two to three years to implement. Evaluation showed that the conference was enormously effective and productive. All college teams left with short-range and long-range programs for their particular schools and communities. The report details the events of the three days and summarizes the work done by the teams participating. (Author/PC)

**ED 108 091** CG 009 911

Harris, Susan Kuckuck, Sherrill

**Orientation and Extra Curricular Programming for Students Over 30.**

Pub Date 75

Note—6p.; Paper presented at the Annual Conference of the National Association of Student Personnel Administrators (57th, San Francisco, California, March 30-April 2, 1975)

**EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE**

Descriptors—\*Adult Students, \*Cocurricular Activities, College Students, Guidelines, Higher Education, \*Individual Needs, \*Program Development, Speeches, \*Student Personnel Programs

Because the needs of mature students are so radically different than the 18-22 year-old student, it is essential that student personnel workers respond to these needs by creating specially designed orientation and extra-curricular programs. This document offers an itemization of all factors that must be considered in designing a complete program for mature students. The major topic areas of the outline include: (1) the nature of an institution's mature students; (2) the needs of these students in regard to special programming; (3) the areas which should be covered in the orientation process; and (4) the need to attract and hold mature students, in light of the declining enrollment of traditionally-aged students. (Author/PC)

**ED 108 092** CG 009 912

**Career Education in Michigan.**

Michigan State Dept. of Education, Lansing;

Michigan State Dept. of Education, Lansing.

Pub Date [8 Jan 75]

Note—37p.

**EDRS Price MF-\$0.76 HC-\$1.95 PLUS POSTAGE**

Descriptors—\*Career Education, \*Community Programs, Elementary Secondary Education, Guidelines, \*Objectives, \*Program Descriptions, \*Program Development

Identifiers—\*Michigan

This monograph discusses the developmental stages of career education in Michigan, and describes eight local-level career education projects in the state. Some of the specific programs in operation in Michigan include: (1) a placement project which finds jobs for students and graduates of a vo-tec center; (2) a career-oriented curriculum project which seeks to incorporate career development concepts into the K-12 curriculum; (3) a goal process model where teachers are instructed in the process of building career education units for their instructional area; (4) a career education project where the basic goals are to influence teacher attitudes toward career education through inservice training, and to develop, field test and evaluate materials for classroom use; (5) Project CAST—Career Achievement Skills Training—which teaches students a process by which they can make good decisions as to what they will do with their lives; and (6) Project CARE—Career Awareness through Related Experiences—where students (K-Adult) learn first-hand the relationships between their school experiences and the world outside. (Author/PC)

**ED 108 093** CG 009 913

Gorelick, Kenneth

**"Great" Literature as a Teaching Tool in the Education of Mental Health Professionals.**

Pub Date Nov 74

Note—13p.; Paper presented at the Conference of the International Federation of Library Associations (Washington, D.C., November,



1974); Not available in hard copy due to marginal legibility of original document  
**EDRS Price MF-\$0.76 PLUS POSTAGE. HC Not Available from EDRS.**

**Descriptors**—Group Therapy, Innovation, Instructional Materials, \*Literature, \*Mental Health Programs, \*Professional Training, Speeches, \*Therapy, \*Training Techniques

According to Dr. Gorelick, "fictional literature has unique assets that live clinical experience lacks," thus setting the tone for his paper. Literature serves many purposes; a form of communication; a tool for making the reader understand her/his subjectivity; and most importantly for the mental health situations, "it (literature) represents the completed working out of a set of problems in a human life." The best type of therapy for the patient is one where the whole person concept is utilized, therefore making literature a very important tool exposing characters who deal with "growth stress, change, challenge and confrontation." Dr. Gorelick goes on to explain several methods of utilizing literature to aid in group therapy situations for problem-solving and the utilization of the whole person concepts. (Author)

**ED 108 094**

CG 009 914

*Tjosvold, Dean*

**Social Face in the Resolution of Conflict.**

Pub Date 75

Note—8p. Paper presented at the Annual Meeting of the American Educational Research Association (Washington, D.C., March 30-April 3, 1975)

**EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE**

**Descriptors**—\*Behavior Patterns, \*Behavior Theories, Communication (Thought Transfer), \*Conflict Resolution, Individual Characteristics, \*Interaction Process Analysis, \*Power Structure, Research Projects, Speeches

A theory of social face in bargaining is being developed. Results from three studies suggest that strategies that convey to the high-power bargainer that he appears weak and incapable are likely to increase his competition and his resistance to agreement. Ingratiation in the form of strong affirmation of the high-power person's social face may also be ineffective. The maintenance, not affirmation, of the bargainer's social face may facilitate his reaching agreement. A bargainer who believes that he can maintain face by gaining outcomes, rather than by resisting intimidation, is likely to behave cooperatively. (Author)

**ED 108 095**

CG 009 915

*Ludwig, Terry G.*

**A Campus-Wide Human Development Model. Colby Community College, 1973-1975.**

Pub Date 7 Mar 75

Note—15p.

**EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE**

**Descriptors**—College Environment, \*Community Colleges, \*Human Development, \*Models, \*Program Descriptions, \*Program Effectiveness, Program Evaluation, Speeches

Colby Community College has had a campus-wide Human Development Program in operation for two years. This document summarizes the experience of the Human Development Program in the areas of Human Development instruction, staff development, community development, and student development. Specific descriptions of desired classroom, organizational, and personal development environments are included. In addition, comments concerning the effectiveness of the Human Development Program by the President of the College are part of the document. The Human Development Program was noted as outstanding by a recent North Central Accrediting Team visit and selected by Dr. Terry O'Banion as a model staff development program at the 1975 American Association of Community Colleges' Convention in Seattle, Washington. (Author)

**ED 108 096**

CG 009 916

*Johnson, Mauritz*

**Some Concomitants of Verbal-Quantitative Aptitude Discrepancy.**

State Univ. of New York Research Foundation, Albany.

Pub Date 75

Note—66p.

**EDRS Price MF-\$0.76 HC-\$3.32 PLUS POSTAGE**

**Descriptors**—\*Aptitude Tests, Changing Attitudes, \*College Students, \*Comparative Analysis, \*Mathematics, Research Projects, Student Attitudes, \*Verbal Ability  
**Identifiers**—New York State Regents Scholarship Examination

Two samples of undergraduates were selected to represent four types with respect to discrepancy between verbal and quantitative aptitude as measured by the New York Regents Scholarship Examination or, in some cases, the CEEB SAT examination. A group designated as V had extremely high verbal scores and very low quantitative scores; a Q group was at the opposite extreme—high in quantitative, low in verbal aptitude. Two non-discrepant groups were also studied: one, designated H, was very high in both aptitudes; another, designated A, was average in both. Analysis of data indicated that low verbal aptitude in particular was associated with low college grades. Attitudes toward literature and mathematics were clearly related to aptitude discrepancy. Marks in these two subjects began to become disparate as early as elementary school and tended to diverge further through school. School-related factors were more often cited for shifts in attitude toward mathematics than toward literature. In the course of their development, the V- and Q-groups were found to be less like each other than like the H- and A-groups. (Author/PC)

**ED 108 097**

CG 009 917

*Percival, Robert R.*

**A Competency-Measurement Instrument for Evaluating School Counselors.**

Pub Date May 74

Note—210p.; Ed.D. Dissertation, North Texas State University

Available from—Xerox University Microfilms, 300 North Zeeb Road, Ann Arbor, Michigan 48106 (Soft cover \$11.00, Hard cover \$13.50, Microfilm \$5.00, order number 75-897)

**Document Not Available from EDRS**

**Descriptors**—Counseling Effectiveness, \*Counselor Evaluation, Doctoral Theses, \*Evaluation Methods, \*Measurement Instruments, \*Performance Based Education, Research Projects, Self Evaluation, Skill Analysis, \*Test Construction

This study developed the first measurement instrument designed to accompany the concept of competency basing in counselor training. In so doing, the study screened and validated a list of skills most essential in an effective counselor. The process began with a composite list of some 1600 competencies and subordinate skills enumerated by three universities pioneering the concept of performance-based counselor training. The list was reduced to 180 by a broad-based validating panel of 46 specially chosen guidance experts. In addition to the finished measurement instrument, the study reports the average rating of each item, then categorizes the competencies into the areas of counseling, consultation, coordination, and organization and evaluation. This flexible instrument may be used by individual counselors for self-evaluation, by entire organizations for assessment and comparisons, or by other kinds of groups for various specialized purpose. (Author/PC)

**ED 108 098**

CG 009 918

*Helmer, John Victoriz, Thomas*

**Drug Use, the Labor Market and Class Conflict. Special Studies 2.**

Drug Abuse Council, Inc., Washington, D.C.

Pub Date May 74

Note—53p.

Available from—Publications, Drug Abuse Council, Inc., 1828 L Street, N.W., Washington, D.C. 20036 (HC \$1.25, or more \$7.50 each; check or money order must accompany order plus additional \$.25 for postage and handling)

**EDRS Price MF-\$0.76 PLUS POSTAGE. HC Not Available from EDRS.**

**Descriptors**—\*Conflict, \*Drug Abuse, Historical Reviews, Income, \*Labor Market, \*Minority Groups, \*Social Class, Social Problems, Unemployment

To date there has been little study of the responsiveness of narcotics use to changes in the labor market, either in the aggregate or in the motivations of individual users. It is the authors' hypothesis that narcotics use is one of several in-

terrelated social responses to labor market failure. What exactly has constituted this "failure" has varied from episode to episode in the growth of widespread narcotics use in American society. The authors develop the argument that the labor market primes the flow of working-class adolescents into a hypothetical hustler pool. This typically happens when, in conditions of high unemployment and absolute reductions in or deflation of the value of welfare payments, the only remaining income-earning alternative is in the criminal labor market, otherwise known as the hustle. Once society realizes that not only is the socioeconomic pattern of narcotics use the same as it was a century ago, but that the problem of widespread addiction is a recurrent and cyclical one, it will be forced to examine the social constants which have operated in each case or episode in the cycle. This report is intended as a first statement of what these constants are and how they work. (Author)

**ED 108 099**

95

CG 400 109

**A Selected Bibliography of ERIC Career Education, Career Guidance, and Career Development Resources.**

ERIC Clearinghouse on Counseling and Personnel Services, Ann Arbor, Mich.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date [Mar 75]

Contract—NIE-C-400-75-0017

Note—18p.

**EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE**

**Descriptors**—\*Bibliographies, \*Career Education, \*Resource Guides, \*Vocational Counseling, \*Vocational Development

This document contains a selected bibliography of resources in the areas of career education, career guidance, and career development. Prepared by the Educational Resources Information Center (ERIC)—Counseling and Personnel division—the bibliography is divided into the following sections: (1) background; (2) issues; (3) system readiness; (4) programs; (5) teaching and learning aids; and (6) program evaluations. Approximately 150 articles are included. Citations are not annotated. (Author/PC)

## CS

**ED 108 100**

CS 001 081

*Nacke, Phil L., Ed.*

**Programs and Practices for College Reading: Twenty-Second Yearbook of the National Reading Conference, Vol. II.**

Pub Date 73

Note—257p.

Available from—National Reading Conference, Inc., 220 Duncan Hall, Appalachian State University, Boone, North Carolina 28608 (\$5.00 paper)

**Document Not Available from EDRS**

**Descriptors**—Adult Reading Programs, Cloze Procedure, \*College Programs, Communication Skills, Community Colleges, \*Educational Practice, Performance Based Teacher Education, \*Reading, Reading Improvement, \*Reading Programs, Reading Research, Remedial Reading, Teacher Education

Significant themes of the papers included in this twenty-second Yearbook of the National Reading Conference are teacher education programs in reading and the competency-based concept of teaching. Some specific topics are accountability in the community college reading program, adult reading improvement programs, and uses of the cloze procedure, learning centers, reading programs for unprepared college students, the publisher's role in teacher education, teacher training, and performance-based teacher education. A review of research on college-adult reading concludes the volume. (JM)

**ED 108 101**

CS 001 293

**A Manual for School-Based Needs Assessment and Program Planning Procedure. The Right to Read in Arizona: Target for the 70's.**

Arizona State Dept. of Education, Phoenix.

Pub Date Jun 73

Note—75p.; Some pages may have poor reproducibility

**EDRS Price MF-\$0.76 HC-\$3.32 PLUS POSTAGE**

**Descriptors**—\*Educational Assessment, \*Program Evaluation, Program Improvement, \*Program Planning, Reading Achievement, \*Reading Instruction, Reading Interests, \*Reading Programs, Student Needs, Student Rights  
**Identifiers**—Arizona, \*Right to Read

This manual describes the Arizona Right to Read Needs Assessment Package, which is designed to assist individual schools in evaluating their current reading program, personnel, and achievement. The package contains an introduction followed by a summary of techniques of assessing student performance, a description of current reading programs and reading evaluation methods, an analysis of teacher performance, and an inventory of available resources. The Arizona program directly involves parents and staff in determining priorities of reading needs and objectives, and employs a basic approach that will lead to attainment of these objectives. The manual also reviews and selects alternative methods, materials, and program organization, and it redirects existing resources to support the new program. Information capsules are included for involving parents and staff in reviewing national model programs and identifying new practices that are applicable. (SW)

**ED 108 102** CS 001 749

Logan, Juanita E.  
**Monitoring Process and Assessing Product.**  
Pub Date May 75

Note—15p.; Paper presented at the Annual Meeting of the International Reading Association (20th, New York City, May 13-16, 1975)

**EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE**

**Descriptors**—Elementary Secondary Education, Evaluation Methods, \*Program Evaluation, \*Reading Clinics, Reading Diagnosis, \*Reading Programs, \*Systems Analysis, \*Systems Approach

A systems approach to evaluation of the Diagnostic Reading Clinic Program's progress and its effects upon participating pupils from the Cleveland schools is reported on in this document. Formal evaluation of the Diagnostic Reading Clinic Program is directed toward the following objectives: to assess the extent to which the Diagnostic Reading Clinic has fulfilled its objectives; to describe, through objective measurement and statistical analysis, the amount of reading growth pupils have achieved through the diagnostic-prescriptive approach proposed by the clinic; to inform the clinic staff, administration, school personnel, and other concerned audiences of the current status of the Diagnostic Reading Clinic's efforts with pupils; and to provide feedback to those who are directly concerned with the direction, management, planning, implementation, and instructional operations of the clinic concerning implications which have resulted from the analysis of data collected for purposes of evaluation. (TS)

**ED 108 103** CS 001 811

Utah State Reading Advisory Council Report on the Right to Read.

Utah State Board of Education, Salt Lake City.

Pub Date Apr 75

Note—52p.

**EDRS Price MF-\$0.76 HC-\$3.32 PLUS POSTAGE**

**Descriptors**—Elementary Education, \*Elementary Schools, Public Education, \*Reading Instruction, \*Reading Programs

**Identifiers**—\*Right to Read, Utah

This document contains a discussion of a sound reading program by Dr. J. Clair Morris; comments on the concept and teaching of reading by Vola Hancock; and reports from the exemplary schools visited by the Utah State Reading Advisory Council, including Lowell Elementary School, Webster Elementary School, East Elementary School, North Elementary School, Escalante Valley Elementary School, Grant Elementary School, Joaquin Elementary School, and Liberty Elementary School. Eighteen recommendations of the Utah State Board Advisory Council are also included. (LL)

**ED 108 104** CS 001 812

Pennsylvania and the National Right to Read Effort: The Pennsylvania Story, 1974-75.

Pennsylvania State Dept. of Education, Harrisburg. Bureau of Curriculum Services.

Pub Date 75

Note—37p.

**EDRS Price MF-\$0.76 HC-\$1.95 PLUS POSTAGE**

**Descriptors**—Community Organizations, Elementary Secondary Education, \*Evaluation Criteria, Inservice Teacher Education, Instructional Staff, Migrant Education, Reading Instruction, \*Reading Programs

**Identifiers**—Pennsylvania, \*Right to Read

The Right to Read program in Pennsylvania is outlined in this document. Included are a sketch of the program's history; a chart of the program with projections through 1980; lists of the objectives, participating districts, and the various personnel involved in the program; the schema; a statement concerning migrant education; and lists of criteria for the selection of the Right to Read local education agency advisory council and of criteria for excellence in reading. These last criteria are divided into the following nine categories: the learner, staff, community, instruction, materials, environment, time, evaluation, and budget. (JM)

**ED 108 105** CS 001 813

Willard, Richard W.

**Success and Failure in Reading Performance among Massachusetts City Schools: A Study for the Massachusetts Advisory Council on Education.**

Educational Research Corp., Watertown, Mass. Spons. Agency—Massachusetts Advisory Council on Education, Boston.

Pub Date Feb 75

Note—52p.

**EDRS Price MF-\$0.76 HC-\$3.32 PLUS POSTAGE**

**Descriptors**—\*Effective Teaching, Elementary Grades, Inner City, Reading, \*Reading Achievement, Reading Development, \*Reading Programs, \*Reading Research, Reading Skills, \*Urban Schools

**Identifiers**—\*Massachusetts

The purpose of this study was to document the workings of successful inner-city schools in teaching children to read. The study schools were identified by gathering poverty data on the proportion of the attending students who received free lunch or free milk and the proportion of children in the attendance areas who were from low income families. Each measure of poverty was used to rank elementary schools in ten Massachusetts cities, and the average of the two rank values was used as the final ranking from high to low poverty. Average test scores in reading were added to the ranked list of schools in order to identify those poverty schools whose students read at or above grade level. Successful schools were also identified and matched with another school on the two poverty measures. The project staff drew upon eight factors identified by George Weber to provide labels for the following factors: leadership, coordination, additional reading personnel, atmosphere, individualization, evaluation, high expectations, strong emphasis on reading, use of phonics, staff training and experience, and quality of teaching. The analysis of data failed to uncover consistent differences between the ratings of the two groups of schools. (WR)

**ED 108 106** CS 001 814

Searls, Evelyn F.

**How to Use WISC Scores in Reading Diagnosis.**

**Reading Aids Series.**

International Reading Association, Newark, Del.

Pub Date 75

Note—50p.

Available from—International Reading Association, 800 Barksdale Road, Newark, Delaware 19711 (Order No. 215, \$3.00 non-member, \$2.00 member)

**EDRS Price MF-\$0.76 HC-\$1.95 PLUS POSTAGE**

**Descriptors**—Elementary Grades, Intelligence, Intelligence Quotient, \*Intelligence Tests, Reading, \*Reading Ability, \*Reading Diagnosis, Reading Skills

**Identifiers**—\*Wechsler Intelligence Scale for Children

The purpose of this bulletin is to acquaint the reading teacher with the organization and administration of the Wechsler Intelligence Scale for Children (WISC). Procedures are suggested for analyzing WISC scores in ways that may yield valuable information for teachers who seek to remediate the student's reading disability. The bulletin contains the following chapters: "The Individual IQ Test and Reading Achievement,"

which discusses how the WISC scores should best be interpreted; "The WISC," which looks at organization, administration, and reporting of scores for the WISC; "WISC Subtests," which looks at the two subtests of the WISC-verbal scale and performance scale; "Analysis of WISC Scores," which discusses full-scale IQ verbal and performance scale IQs, subtest scaled scores, and analysis procedures with actual test scores; "Other Wechsler Scales," which discusses the Wechsler Adult Intelligence Scale and the Wechsler Primary Scale of Intelligence; and "Conclusion," which presents some dos and don'ts about the WISC. Included in the appendices are the WISC record form, the WISC data sheet, a list of abilities measured by the WISC subtests, and a discussion of the revised WISC (WISC-R). (WR)

**ED 108 107** CS 001 815

**Reading: The Champaign Approach—The Teacher as the Key.**

Champaign Community Unit School District 4, Ill.

Spons. Agency—Office of Education (DHEW), Washington, D.C.

Pub Date Mar 75

Note—55p.; Not available in hard copy due to marginal legibility of original document; Some pages have small type which may result in poor reproducibility

**EDRS Price MF-\$0.76 PLUS POSTAGE. HC Not Available from EDRS.**

**Descriptors**—\*Diagnostic Teaching, Educational Objectives, Elementary Education, \*Inservice Teacher Education, Reading Diagnosis, Reading Instruction, \*Reading Programs, \*Teaching Procedures

**Identifiers**—Emergency School Assistance Act Title VII, Illinois (Champaign)

The philosophy of this reading program is to guide all children to become independent readers and to stimulate them to build an abiding interest in reading a variety of materials on a wide range of topics. Essentially a diagnostic-prescriptive approach, the program instructs teachers in determining children's performance levels or potential reading levels, their reading levels for purposes of grouping, and their most appropriate mode of learning. The assessment tools available in the district are described. The remainder of the program discusses the teacher's role and responsibilities in the teaching of reading, evaluation of progress, and selection of materials. Primary and intermediate grade reading objectives and a criterion-referenced reading profile test are included. Comparative information on each of the reading series available in the district at each grade level is also provided. (TO)

**ED 108 108** CS 001 816

**Alabama Right to Read Materials: LEA (Local Education Agency) Proclamation; Criteria for the Development of Successful Reading Programs; Evaluation Report of Component; Evaluation of Consultant and Monitoring and Review Instrument.**

Alabama State Dept. of Education, Montgomery.

Pub Date 74

Note—15p.

**EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE**

**Descriptors**—Community Leaders, Community Organizations, Elementary Secondary Education, \*Evaluation Criteria, Evaluation Methods, Inservice Teacher Education, \*Program Evaluation, \*Reading Programs

**Identifiers**—Alabama, \*Right to Read

A number of items used in the Alabama Right to Read programs are included in this document. One form is a proclamation to be used by the local education agency (LEA) for a ceremony proclaiming Right to Read Week. The 26 criteria of excellence represent the goal toward which the LEA makes a commitment and are also used as the basis for the content of the summer directors' training workshop. Instruments for monitoring an on-site visit of the LEA by the state staff, evaluating the local schools by the LEA director, evaluating a Right to Read workshop consultant by the participants, and analyzing a workshop by the consultant are included. (TO)

**ED 108 109** CS 001 817

**Ohio Right to Read Materials: Role Description; Staff Development Training Content (3rd Revision); Staff Development Impact Plan Training**

**Content; Staff Development Goals; Performance Report; Evaluation Checklist and What 125,000 Ohioans Want from Their Schools.**

Ohio State Dept. of Education, Columbus.  
Pub Date 74

Note—49p.; Not available in hard copy due to marginal legibility of original document  
EDRS Price MF-\$0.76 PLUS POSTAGE. HC Not Available from EDRS.

Descriptors—Administrator Role, Community Leaders, Community Organizations, Elementary Secondary Education, \*Evaluation Criteria, Inservice Teacher Education, Reading Instruction, \*Reading Programs

Identifiers—Ohio, \*Right to Read

A number of items used in the Ohio Right to Read program or prepared by the program staff are collected in this document. One item describes the task definitions of state commission members, the state director, the state consultants, and the school district directors. The goals of the state training conference to prepare school district resource persons to develop and implement comprehensive reading programs are listed, and outlines of two staff development programs, one of 120 hours and the other of 240 hours, are included. A performance report checks the status of proposed school district activities and provides an opportunity for comments on the progress achieved or constraints encountered. An evaluation checklist enables school district program directors to rate each area of their training on a continuum as it contributed to their preparation and to make suggestions for improvement. A booklet, "What 125,000 Ohioans Want from Their Schools," contains the results of a series of meetings held during an eighteen-month period on the expectations Ohioans hold for their schools. (TO)

ED 108 110 CS 001 818

**Oregon Right to Read: The Oregon Criteria of Excellence in Reading Programming; The Criteria of Excellence in Reading Programming; Supplementary Instruments.**

Oregon State Dept. of Education, Salem.  
Pub Date Apr 74

Note—55p.

EDRS Price MF-\$0.76 HC-\$3.32 PLUS POSTAGE

Descriptors—Community Education, Community Programs, \*Program Content, \*Program Descriptions, \*Program Evaluation, Program Planning, \*Reading Programs, \*School Community Programs

Identifiers—Oregon, \*Right to Read

Three separate papers related to the Oregon Right to Read program are contained in this document. The first paper discusses the program and its objectives, considering such topics as staffing, preparation, organization and management of a quality community reading program, maintenance and dissemination of materials and information, the developmental reading program accommodating subpopulation, and diagnosis and prescription in the program. The second paper in this document states the criterion of excellence in reading programming and includes a scale to rate a local education agency's performance in relation to the criterion. The third paper is designed to be supplementary to the Right to Read planning kit. The first section can be used for the assessment and planning of cost effectiveness of an entire reading program of a district, school grade, or elements of a reading program such as the Title I contribution. The second section is a student progress plan designed to assess individual students' reading performance and to monitor progress during the school year. (TS)

ED 108 111 CS 001 820

**Writing a Plan of Action for Achieving the Criteria of Excellence (A Laboratory Exercise).**

New England Consortium for the Right to Read, Kingston, R.I.

Pub Date Apr 75

Note—37p.

EDRS Price MF-\$0.76 HC-\$1.95 PLUS POSTAGE

Descriptors—Community Coordinators, Community Organizations, Community Service Programs, \*Leadership Training, \*Program Guides, \*Program Planning, Project Training Methods, \*Reading Programs

Identifiers—New England, \*Right to Read

The Right to Read process at the level of the local education agency (LEA) goes through the

following four phases: needs assessment, program planning, program implementation, and evaluation. This module is a culminating activity of the program planning phase. The second phase begins with a review of the Needs Assessment Report and ends with a written LEA Plan of Action. The module provides a laboratory experience requiring LEA directors to role play the work of a director and task force, moving from the identification of a priority need to a plan for meeting that need. The steps associated with phase two are as follows: (1) determine the areas of greatest need, (2) establish a priority of needs, (3) project a long-range plan, (4) analyze top priority needs, (5) rate for clarity and importance of forces, (6) brainstorm for action alternatives, (7) complete a Plan of Action Objectives Summary Chart, (8) complete a Plan of Action Detailed Planning Guide, (9) develop a time line, and (10) write the LEA Plan of Action. In this simulation, the LEA directors will follow one priority need through the ten planning steps. (TO)

ED 108 112 CS 001 832

**Johns, Jerry L. Ellis, DiAnn Waskul. Reading: Children Tell It Like It Is.**

Pub Date May 75

Note—22p.; Paper presented at the Annual Meeting of the International Reading Association (20th, New York City, May 13-16, 1975)

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—"Concept Formation, Elementary Education, Elementary School Students, \*National Surveys, Reading Comprehension, \*Reading Instruction, \*Reading Processes, \*Reading Skills

The concepts of reading held by students in grades one through eight are reported on in this paper. Over 1600 children were individually interviewed to obtain answers to the following three questions: What is reading? What do you do when you read? And What would you tell someone reading is if that person were just beginning? The findings reveal that the majority of students have little or no understanding of the reading process. It is concluded that teachers are not providing a basis for understanding the reading process when they teach reading. (Author/RB)

ED 108 113 CS 001 834

**Berryman, Charles**

**The Athens Model: Results of a High Saturation Program in Newspaper Reading Skill.**

Pub Date May 75

Note—9p.; Paper presented at the Annual Meeting of the International Reading Association (20th, New York City, May 13-16, 1975)

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—Elementary Secondary Education, \*Newspapers, Reading Improvement, \*Reading Instruction, Reading Programs, \*Reading Research, \*Reading Skills, Teaching Methods, \*Teaching Models

Identifiers—Georgia, \*Improving Reading Skills

Five research reports on the use of instructional modules, originally published in the Atlanta "Journal and Constitution" as "Improving Reading Skills" and widely used in Georgia as the "Athens Model," are summarized in this paper. For research purposes, the modules were concentrated in time as a high saturation reading program, although in practice teachers opt for instruction using the 50 modules over a longer period of time. The subjects were elementary and secondary students from schools located throughout the state of Georgia. The American Newspaper Publishers Association (ANPA) Newspaper Test, published by the Educational Testing Service, was the primary test used in pretests, posttests, and delayed posttests (retention tests) ten weeks after the conclusion of newspaper-based instruction. The results of the research on the Improving Reading Skills program indicated that the method is effective with all but students with the lowest level of reading achievement. The ten recommendations and implications of the research are also presented. (RB)

ED 108 114 CS 001 835

**Irwin, Joan M.**

**The Role of the Consultant.**

Pub Date May 75

Note—14p.; Paper presented at the Annual Meeting of the International Reading Association (20th, New York City, May 13-16, 1975)

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—Professional Personnel, Professional Services, \*Reading Consultants, \*Reading Instruction, \*Reading Programs

The consultant function has great potential for creating positive and worthwhile changes in the reading program. The degree of success attained will be determined by the clarity with which the role is defined and responsibilities delineated, an understanding of the interrelationships between consultant responsibilities and those of other professionals involved in the reading program, the personal qualities of the consultant, and his professional commitment to the improvement of reading instruction. (LL)

ED 108 115 CS 001 837

**Williams, Robert T. Kaman, Mitchell A.**

**A Model for the Development of a Reading and Study Skills Inventory for Every Content Area.**

Pub Date Mar 75

Note—11p.; Paper presented at the Annual Meeting of the Western College Reading Association (8th, Anaheim, California, March 20-22, 1975)

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—"Content Reading, Criterion Referenced Tests, Individualized Instruction, Individual Reading, \*Informal Reading Inventory, Junior Colleges, \*Reading Diagnosis, Secondary Education, \*Study Skills, \*Teaching Models, Test Construction

Identifiers—"Reading and Study Skills Inventory

To effectively determine each student's ability to read and learn in each content area, reading teachers need a group inventory which will evaluate both the study skills and reading skills necessary for success in their content area. This paper presents a model for the development and implementation of a Reading and Study Skills Inventory (RASSI). The development of the RASSI should include readability analysis of instructional materials used in the content area, the construction of group and individual reading inventories based upon the skills required by the instructional materials and skills identified by instructors as being necessary for academic success in their content area, and the development of an examiner's manual and interpretation guide. The development, administration, interpretation, and implementation of a Reading and Study Skills Inventory demand the cooperation of content area teachers and reading specialists. Through this interdisciplinary communication and cooperation, a school faculty can develop an effective instrument to evaluate the reading and learning abilities of each student in each content area. (TS)

ED 108 116 CS 001 838

**Wolk, Stephen Svoboda, Cyril**

**The Mathemagetic Effects of Feedback and Orienting Directions upon Text Learning.**

Pub Date 75

Note—14p.; Paper presented at the Annual Meeting of the American Educational Research Association (Washington, D.C., March 30-April 3, 1975)

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—"Behavioral Objectives, Cognitive Processes, \*Educational Research, Higher Education, \*Incidental Learning, \*Learning, Reading, \*Reading Comprehension, Recall (Psychological)

Identifiers—"Mathemagetic Activities

Several influences upon mathemagetic activity during text learning were examined in this study, and the effects of attentional processes arising during instruction upon incidental rather than intentional learning were focused on. The subjects were 114 students enrolled in eight graduate classes in educational psychology. Six experimental groups were formed, and 19 subjects were randomly assigned to each group. The six experimental conditions consisted of programs with or without feedback prefaced by either advance organizers, instructional objectives, or a pretest. The subjects were tested with programed material to which had been added 21 incidental facts or names. The results indicated that the attention paid to incidental material was highest when feedback was absent. Reading instructional objec-



tives, when feedback was absent, led to the greatest amount of incidental recall and a similar trend in other measures of incidental learning. (WR)

**ED 108 117** CS 001 839

Schultz, Elizabeth A.

An Investigation of the Relationship between Individual Differences in Attention and Reading Achievement in First Grade.

Pub Date Jan 73

Note—93p.; M.Ed. Thesis, Rutgers University, The State University of New Jersey

**EDRS Price MF-\$0.76 HC-\$4.43 PLUS POSTAGE**

Descriptors—\*Attention, Educational Research, \*Intelligence Factors, Intelligence Quotient, Primary Education, Reading Ability, \*Reading Achievement, \*Reading Research, \*Sex Differences

The relationship between attention and reading achievement in first graders was investigated for 48 boys and 33 girls in five first-grade classrooms of the Bridgewater-Raritan Regional School District in New Jersey. The statistical analysis provided separate data for boys and girls in regard to the relationship between reading achievement and attention, reading achievement and IQ, and attention and IQ. Findings indicated a significant positive relationship between reading achievement and attention for both boys and girls. Those students who had the higher reading achievement scores had the higher scores on attention, and those students who had the lower reading achievement scores had the lower attention scores. The role of IQ in attention and reading achievement was less clearly defined. The data indicated that the relationship between IQ and reading achievement was not significant for boys but that it was significant for girls. In addition, the relationship between IQ and attention was not significant for boys but it was significant for girls. Boys and girls in the sample were found to be similar in regard to their reading performance and percentage of attention. (Author/TS)

**ED 108 118** CS 001 840

Johnson, Geraldine W.

Don't Program Your World—PLAN\* It!

Pub Date Feb 75

Note—8p.; Paper presented at the Annual Meeting of the Plains Regional Conference of the International Reading Association (3rd, St. Louis, February 20-22, 1975)

**EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE**

Descriptors—\*Computer Assisted Instruction, Elementary Education, \*Individualized Curriculum, \*Individualized Instruction, Language Arts, Mathematics, Sciences, Social Studies

PLAN is a computer-managed individualized learning program with two major goals: to provide each child with an individualized program of studies in the language arts, mathematics, science, and social studies and to involve students in making decisions and assuming responsibility for their own learning. A computer assists the teacher by scoring and analyzing tests, recording student progress, and providing daily objectives for learning. Teachers spend most of their time tutoring and counseling students on a one-to-one basis or in small groups, during which time Teaching Learning Units (TLUs) are introduced. A TLU states the objective the child will work toward, lists the materials he or she will use, and prescribes the activities he or she will perform in order to achieve the objective. Some learning activities require students to work in small groups, while others require them to work alone. When a child feels that he or she has mastered the objective of a TLU, the child is tested individually and measured against his or her own potential. (LL)

**ED 108 119** CS 001 841

Harris, Albert J.

Practical Applications of Reading Research.

Pub Date May 75

Note—9p.; Paper presented at the Annual Meeting of the International Reading Association (20th, New York City, May 13-16, 1975)

**EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE**

Descriptors—\*Educational Research, Information Dissemination, Perceptual Development, Perceptual Motor Learning, \*Reading Research, \*Research Problems, Teaching Models

There are three main reasons why reading research has not had a stronger influence on what goes on in schools. The first reason is the powerful impact of social forces such as the bandwagon effect, the pendulum swing, and the prevailing climate of opinion. These factors determine to an unfortunately large degree whether or not particular research results will be accepted as guides to practice. The second reason the impact of reading research on practice is limited is that the lines of communication between researcher and practitioner are not open. The third reason the potential effect of research on practice is diminished is that much of the published research on reading is of quite limited value. This paper recommends that several research studies be done on current controversial issues, including perceptual and perceptual-motor training, teaching reading skills, and training deficient abilities. It is suggested that a major service to the improvement of reading instruction would be to make all authoritative summaries of research accessible through widely published annotated bibliographies and Federal programs such as ERIC. (TS)

**ED 108 120** CS 001 842

Kerstiens, Gene

The New Learners: Focus for the Future.

Pub Date Mar 75

Note—11p.; Paper presented at the Annual Meeting of the Western College Reading Association (8th, Anaheim, California, March 20-22, 1975)

**EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE**

Descriptors—Educational Change, \*Educational Innovation, \*Educationally Disadvantaged, Educational Opportunities, \*Educational Trends, Higher Education, \*Post Secondary Education, Reading Instruction, Relevance (Education), Student Attitudes, Student Interests, Student Needs

There are increasing numbers of nontraditional students with atypical learning problems, life styles, and ambitions appearing in the academic establishment, and the number is likely to grow during the next five years. Studies consistently confirm the success of treating the nontraditional student and thereby bringing about desired and desirable behavioral changes in individuals who were once thought to be unreasonably difficult, uneducable, incompetent, and even hopeless. The handicapped can be helped to lead rewarding and productive lives, the elderly can acquire new skills and find valuable outlets for these skills, and the mentally retarded may, in fact, according to recent research, be able to learn to read. In order to meet the needs of the new students, the following changes are likely to occur in education: concepts of instructional time and timing will change to accommodate more mini-courses, modular instruction, and short courses; the concept of learning space and facilities will change, especially to serve many students pursuing an external degree in off-campus situations; and management of human resources will become more adequate. (LL)

**ED 108 121** CS 001 870

Special Reading.

School City of Mishawaka, Ind.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date 74

Note—110p.; See CS 001 934 for "Effective Reading Programs: Summaries of 222 Selected Programs"; Not available in hard copy due to marginal legibility of original document

**EDRS Price MF-\$0.76 PLUS POSTAGE. HC Not Available from EDRS.**

Descriptors—Disadvantaged Youth, \*Educationally Disadvantaged, \*Effective Teaching, Elementary Secondary Education, \*Reading Instruction, \*Reading Programs, \*Remedial Reading, Urban Education

Identifiers—\*Effective Reading Programs, Elementary Secondary Education Act Title I, ESEA Title I, Right to Read

This program, included in "Effective Reading Programs..." serves 450 educationally disadvantaged students, grades one through six, at five public schools. Also served are about 100 students at three private schools. The students live in a small city, are mostly white, and come from low-income families. Participating students are those who have not succeeded in the regular

classroom. Included are primary students reading a half year or more below grade level, upper-elementary students reading one year or more below grade level, and those recommended by their teachers. Entering students are given a diagnostic test and then placed in classes of ten or less, according to their needs. These classes supplement regular classroom reading instruction. Classes run throughout the school year; if a student reaches grade level by midyear, he or she leaves the program and is replaced by another pupil needing help. Materials used in the program are not used in the regular classroom, and the special reading teacher coordinates each child's work with the classroom teacher, who receives the child's diagnostic test profile. A specially equipped classroom at each site is set aside for program activities. (ER/AIR)

**ED 108 122** CS 001 878

Language Arts Labs 1 and 2, Isaac E. Young Junior High School.

New Rochelle Public Schools, N.Y.

Pub Date 74

Note—50p.; See CS001934 for "Effective Reading Programs: Summaries of 222 Selected Programs"

**EDRS Price MF-\$0.76 HC-\$1.95 PLUS POSTAGE**

Descriptors—Developmental Reading, \*Diagnostic Teaching, \*Effective Teaching, \*Individualized Reading, Junior High Schools, Multimedia Instruction, Reading Comprehension, \*Reading Instruction, \*Reading Programs, Remedial Reading

Identifiers—\*Effective Reading Programs, Right to Read

This program, included in "Effective Reading Programs..." serves 350 seventh graders and 295 eighth graders from middle-income families. The seventh-grade component began in 1971; the eighth-grade component began in 1973. The results of diagnostic tests administered to all seventh graders are used to write individualized educational prescriptions for each student. Prescriptions are flexible and provide the student with a choice of materials and media that concentrate on each key reading skill. The prescriptions are kept with individual progress sheets in the reading laboratory, where the members of each seventh-grade class work with their English teacher and two reading specialists for 45 minutes each week. Students with severe reading deficiencies come to the reading lab for additional 30-minute periods each day and continue working from their prescriptions. The eighth-grade phase combines a multimedia approach with work in a reading lab. Procedures and instructional activities of this component are similar to those in the seventh-grade lab. Additionally, the eighth graders attend a television lab in which reading comprehension skills are taught. (TO/AIR)

**ED 108 123** CS 001 884

Ash, Philip

The Reading Difficulty of Merit System Tests.

Pub Date Aug 73

Note—9p.; Paper presented at the Annual Meeting of the American Psychological Association (81st, Montreal, August 27-31, 1973)

**EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE**

Descriptors—\*Occupational Tests, Police, \*Readability, \*Reading Level, Reading Research, \*Screening Tests, Test Construction, \*Vocational Aptitude

Identifiers—\*Merit System Tests

A written examination may discriminate against candidates if the reading difficulty level of the test is higher than the minimum educational level required for entry into the position for which the examination is used as a screening device. Tests used for examining applicants for positions in a large heterogeneous merit jurisdiction and in a city police department were assessed for reading level required for comprehension of test content, using the SMOG index. Of the 134 examinations developed by the merit system, 47 percent required a reading level above the minimum educational requirement, and for jobs with no minimum educational requirement, 44 percent required a reading level beyond high school. Of six purchased professionally developed tests used by this merit system, however, only one required verbal facility above the educational level required for the job for which it is used. Of the

six police department tests, all required a reading level above the minimum entry educational attainment requirement. It is recommended that tests be more carefully evaluated from the point of view of reading difficulty, and that those tests which exceed in reading difficulty the minimum educational qualifications for the job be revised to reduce this discrepancy. (Author)

**ED 108 124** CS 001 885

Turner, Caroline Willard, Charles  
Developing Program Evaluation: An Ongoing Process.

Pub Date Mar 75

Note—11p. Paper presented at the Annual Conference of the Western College Reading Association (8th, Anaheim, California, March 20-22, 1975).

**EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE**

Descriptors—\*Evaluation Methods, Higher Education, \*Learning Laboratories, \*Program Evaluation, Reading Centers

The procedures utilized by the Learning Assistance Center at the University of California, Davis Campus, to evaluate its programs and the subsequent ongoing evaluation process were described in this paper. In order to gather the needed information, four different evaluation techniques were utilized. The first technique was to collect general demographic information from IBM cards filled out during the student's first visit to the Learning Assistance Center. The second method was directed specifically toward those people starting a program but attending two times or less. The third method was to invite a random sample of the Center users to spend an hour one evening discussing their experiences in depth. The fourth source of feedback was to send a four-page survey to all students using the Learning Assistance Center facilities for the year. The format of this survey encouraged comments and suggestions regarding experiences at the Learning Assistance Center, funding cost/benefit ratio, and recommendations for new areas and programs. These procedures endeavored to maximize student input in assessment, which proved useful in setting priorities for current projects and directing future program development. (TS)

**ED 108 125** CS 001 886

Garty, Roberta H.

The Effect of DRA and SQ3R on the Immediate and Delayed Recall of Seventh-Grade Social Studies Material.

Pub Date Oct 75

Note—76p.; M.Ed. Thesis, Rutgers University, The State University of New Jersey

**EDRS Price MF-\$0.76 HC-\$4.43 PLUS POSTAGE**

Descriptors—\*Directed Reading Activity, Grade 7, Junior High Schools, \*Reading Comprehension, Reading Materials, \*Reading Research, \*Recall (Psychological), \*Social Studies, Teaching Methods

Identifiers—Advance Organizers, \*SQ3R

The purpose of this study was to examine the effect of the study of organizers, directed reading activity (DRA) and SQ3R, on the immediate and delayed recall of social studies materials. Eighty-four seventh-grade students from an intermediate school participated in this study. The results of the study indicated that the DRA technique was an effective organizer of seventh-grade social studies material for the poor readers of this group. Recommendations for further research include the use of a larger population and an extended practice period to reinforce the learned skills. (Author/RB)

**ED 108 126** CS 001 887

Legum, Stanley E. And Others

Social Dialects and Their Implications for Beginning Reading Instruction.

Southwest Regional Laboratory for Educational Research and Development, Los Alamitos, Calif.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Report No.—TR-14

Pub Date Jun 69

Note—41p.

**EDRS Price MF-\$0.76 HC-\$1.95 PLUS POSTAGE**

Descriptors—\*Beginning Reading, Economically Disadvantaged, Elementary Secondary Education, Negro Dialects, Nonstandard Dialects,

\*Reading Instruction, \*Reading Programs, Reading Research, \*Social Dialects, Socially Disadvantaged

An effort to lay the foundation for the preparation of reading programs which will match the social and linguistic background of lower-class children, in particular children of the nation's black ghettos, is made in this paper. The paper consists of five sections. The first section discusses the interconnection of social, geographic, and stylistic variations, and stresses that reading and writing are both secondary to spoken language. The second section discusses various theoretical problems, focusing on the status of Black English and Anglo English as dialects of American English. The third section considers the pedagogical relevance of sociolinguistic data and discusses deep structure and surface structure. The fourth section discusses field methods and analysis procedures to determine the linguistic competence of an individual or a group. The fifth section concludes that the teacher and the developer of reading instructional treatments share the difficult task of bridging the gap between normative culture-defined entry skills and attitudes and those of children from any of the American subcultures. (TS)

**ED 108 127** CS 001 893

Cronnell, Bruce

Reading Words of More Than One Syllable.

Professional Paper 24.

Southwest Regional Laboratory for Educational Research and Development, Los Alamitos, Calif.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date May 73

Note—10p.

**EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE**

Descriptors—\*Phonics, \*Reading Instruction, Reading Research, \*Syllables, \*Teaching Models, Teaching Techniques

The nature of and problems with words of more than one syllable are discussed in this paper, and strategies for teaching and reading such words are suggested. It is postulated that the major problem in reading words of more than one syllable is stress and its effect on vowel pronunciation. It is also reasonable to assume that words become more difficult to read as they become longer. In words of more than one syllable there is less consistency in their spelling-to-sound correspondences. A strategy is included for the ordered introduction of two-syllable words in reading in the following six steps: (1) one-syllable words with one-syllable inflectional suffixes, (2) two-syllable compounds with first syllable primary stress, (3) two-syllable words with both syllables receiving stress and thus both vowels conforming to previously learned spelling-to-sound correspondences, (4) two-syllable words with the common endings "y" and "le", (5) two-syllable words with stress on the first syllable and an unstressed vowel in the second, and (6) steps 2, 3, and 5 with primary stress on the second syllable. (TS)

**ED 108 128** CS 001 894

Fischer, Karen M.

Prediction of Reading Ability from Early Language Skills. Final Report.

Gloucester County Coll., Sewell, N.J.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Bureau No.—BR-4-0438

Pub Date Feb 75

Grant—NE-G-74-0009

Note—84p.; Not available in hard copy due to marginal legibility of original document

**EDRS Price MF-\$0.76 PLUS POSTAGE. HC Not Available from EDRS.**

Descriptors—Child Language, \*Language Skills, Predictive Ability (Testing), \*Predictive Measurement, Preschool Education, \*Preschool Learning, Preschool Tests, \*Reading Ability, Reading Development, \*Reading Research

A follow-up study of 42 school-age children related school-age reading, reading readiness, and listening and speaking skills with early psycholinguistic ability. The children were given measures of vocabulary, sentence imitation, comprehension and production, phoneme discrimination, IQ, and word inflection skill at age three. In addition, the children's mothers were assessed for verbal IQ and speech style. At age six, measures which included those administered at age three, as well as

field independence-dependence, reading readiness, and reading skill, were given to the children. Significant correlations were found between age-three and age-six scores, and between home and maternal measures and age-six scores. It is concluded from this study that school-age reading, listening, and speaking skills are predictable from and correlated with preschool language skills. (TS)

**ED 108 129** CS 001 895

Haviland, Virginia, Comp. Watt, Lois B., Comp.

Children's Books, 1974: A List of Books for Preschool through Junior High School Age.

Library of Congress, Washington, D.C.

Pub Date 75

Note—17p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock No. 030-001-00062-1, \$0.40)

**EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE**

Descriptors—\*Annotated Bibliographies, Book Lists, \*Children's Books, Elementary Education, Preschool Children, Reading Materials, \*Resource Guides

This annotated bibliography lists books for children of preschool through junior high school age. The books are divided into the following categories: "Picture and Picture-Story Books," "Stories for the Middle Group," "Fiction for Older Readers," "Folklore," "Poetry and Song," "Arts and Hobbies," "History, People, and Places," "Biography," and "Nature and Science." (WR)

**ED 108 130** CS 001 896

Travers, Jeffrey R.

Formal Models of Word Recognition. Final Report.

Swarthmore Coll., Pa.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C. Office of Research Grants.

Bureau No.—BR3-0454

Pub Date 2 Apr 75

Grant—NE-G-00-3-0032

Note—160p.

**EDRS Price MF-\$0.76 HC-\$8.24 PLUS POSTAGE**

Descriptors—Decoding (Reading), Models, Reading, \*Reading Comprehension, \*Reading Processes, \*Reading Research, Reading Skills, Verbal Stimuli, \*Word Recognition

Existing mathematical models of word recognition are reviewed and a new theory is proposed in this research. The new theory integrates earlier proposals within a single framework, sacrificing none of the predictive power of the earlier proposals, but offering a gain in theoretical economy. The theory holds that word recognition is accomplished by filtering visual feature information from the printed word through a hierarchy of letter, letter-cluster, and word detectors. The detectors are Bayesian decision devices which estimate the likelihood of the presence of their target configurations by combining information from lower detectors with a priori knowledge about the structure of words in English. In addition, several empirical studies on issues related to the theory were conducted. Two of these studies demonstrated that skilled readers draw visual information from all the letters in a word at once, rather than from one letter at a time; and that statistical co-occurrence of letter sequences affects the perceptibility of those sequences, independent of their pronounceability. A third study, on whether covert pronunciation of words is necessary to apprehend their meaning, proved inconclusive. (Author/WR)

**ED 108 131** CS 001 897

Informal Reading Inventories: Useful Classroom Tools.

Illinois State Office of the Superintendent of Public Instruction, Springfield.

Pub Date [74]

Note—47p.

**EDRS Price MF-\$0.76 HC-\$1.95 PLUS POSTAGE**

Descriptors—Elementary Education, \*Informal Reading Inventory, Mathematics, \*Reading Ability, Reading Comprehension, Reading Tests, Sciences

The Informal Reading Inventories included in this booklet are designed to determine the independent, instructional, and frustration levels of a

student. An inventory may be used as a quick means of determining the reading levels for a new student, as a means of determining reading groups, and as a simple diagnostic tool for determining deficient skill areas. The booklet contains the following four sets of reading inventories: two for reading in readers published by Scott Foresman and Company and by Lyons-Carnahan, one for science reading, and one for mathematics reading. All inventories are prepared and arranged according to reading level. (JM)

**ED 108 132** CS 001 898

McCarthy, David N.

**A Confluent Reading/English Fundamentals Curriculum.**

Pub Date Mar 75

Note—10p.; Paper presented at the Annual Meeting of the Western College Reading Association (8th, Anaheim, California, March 20-22, 1975)

**EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE**

Descriptors—Basic Skills, Composition (Literary), Curriculum Design, \*Humanistic Education, Individual Development, Junior Colleges, Low Achievers, Reading Improvement, \*Reading Skills, Teaching Methods, \*Writing Skills

Confluent education holds that any learning involves the affective as well as the cognitive domain. Affective components are present in the student, in the subject matter, and in the relationship between the two. Affect and cognition can be brought into meaningful relationship or "confluence" in classroom lessons which teach reading and writing. Processes which may be used to accomplish this goal include group dynamics and Gestalt awareness exercises. The tools to be used in achieving confluence are reading and writing, the materials are standard curriculum materials, and the interests and concerns are those of students. These methods were used in a reading/writing fundamentals curriculum for a group of low-achieving students during a six-week summer session at a community college. A control group was given a curriculum which was identical except that the affective component was not intentionally structured. Pretests and posttests were administered to both groups. In comparison with the control group, the treatment group showed improvements in reading comprehension, work methods, and teacher approval, as well as significant improvements in self-concept. It is concluded, therefore, that it is possible to develop both learning skills and human potential within the same curriculum. (LL)

**ED 108 133** CS 001 900

Gilliland, Hap

**A Practical Guide to Remedial Reading.**

Pub Date 74

Note—313p.

Available from—Charles E. Merrill Publishing Co., 1300 Alum Creek Drive, Columbus, Ohio 43216 (\$9.95 cloth)

**Document Not Available from EDRS**

Descriptors—Culturally Disadvantaged, Learning Disabilities, Oral Reading, Reading Comprehension, \*Reading Diagnosis, \*Reading Difficulty, Reading Materials, Remedial Instruction, \*Remedial Reading, Word Recognition

Emphasis in this book is on diagnosis for determining the causes of the reading difficulties and the specific needs of each student and on those groups of children who are most likely to develop reading problems—the culturally disadvantaged and those with learning disabilities. Instructional guides, included throughout the book, list problems which may be observed by the teacher, possible causes of these problems or methods of further diagnosis, and a variety of specific suggestions for instruction. Appendixes list tests referred to in this book and their publishers, as well as references cited in the book. An index is included. (JM)

**ED 108 134** CS 001 901

Kincaid, J. P. And Others

**Derivation of New Readability Formulas (Automated Readability Index, Fog Count and Flesch Reading Ease Formula) for Navy Enlisted Personnel.**

Naval Technical Training Command, Millington, Tenn. Research Branch.

Pub Date Feb 75

Note—49p.

Available from—National Technical Information Service, Springfield, Virginia 22151 (AD-A006 655/SGA, MF \$2.25, PC \$3.75)

**Document Not Available from EDRS**

Descriptors—Adult Basic Education, \*Military Personnel, \*Readability, Reading, \*Reading Comprehension, \*Reading Level, \*Testing Identifiers—Navy

Three readability formulas were recalculated to be more suitable for Navy use. The three formulas are the Automated Readability Index (ARI), Fog Count, and Flesch Reading Ease Formula. They were derived from test results of 531 Navy enlisted personnel enrolled in four technical training schools. Personnel were tested for their reading comprehension level according to the comprehension section of the Gates-McGinitie reading test. At the same time, they were tested for their comprehension of 18 passages taken from Rate Training Manuals. Scores on the reading test and training material passages allowed the calculation of the grade level of the passages. This scaled reading grade level is based on Navy personnel reading Navy training material and comprehending it. (Author)

**ED 108 135** 95 CS 001 902

Manelis, Leon

**Processing Components of Initial Reading.**

Southwest Regional Laboratory for Educational Research and Development, Los Alamitos, Calif.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Report No.—SWRL-TN-2-72-46

Pub Date Oct 72

Note—21p.

**EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE**

Descriptors—\*Beginning Reading, Elementary Education, \*Reading Comprehension, \*Reading Development, \*Reading Instruction

Effective involvement in early reading instruction is predicated on the pupil's ability to scan, encode, and retrieve the appropriate visual/aural language information. This paper specifies these components for the purpose of providing input to a program that seeks to induce children to successfully and continuously participate in elementary-level instruction. The first section of the paper outlines an analysis of the processing tasks thought to be central to initial reading. The second section is an attempt to abstract general processing factors from the detailed analysis. (Author)

**ED 108 136** CS 001 904

**Right to Read Assessment and Planning Handbook.**

Office of Education (DHEW), Washington, D.C.

Right to Read Program.

Pub Date 74

Note—82p.

Available from—Superintendent of Documents, Government Printing Office, Washington, D.C. 20402 (Stock No. 017-080-01390-8, \$2.35)

**EDRS Price MF-\$0.76 HC-\$4.43 PLUS POSTAGE**

Descriptors—\*Curriculum Planning, Elementary Secondary Education, \*Program Evaluation, Program Improvement, \*Reading Instruction, \*Reading Programs

Identifiers—\*Right to Read

Constructed for use by individuals analyzing the status and problems of local reading programs and systematically seeking and developing solutions, this handbook is a programmed self-study guide which may be used by a committee or task force to collect data and make decisions. The handbook contains eleven charts which may be used to summarize committee conclusions, to make a display, and to share findings and reporting recommendations. It also contains an appendix, which includes a summary of the purpose of the charts, suggested forms to assist in the process, definitions of terms, and other materials. While the handbook and charts are designed to apply to program planning and revision in reading, school personnel may find the planning process useful in discussing other curriculum needs as well. [This handbook was developed by the Right to Read Program of the U.S. Office of Education.] (LL)

**ED 108 137** CS 001 905

Narang, H. L.

**A Review of Canadian Research in Reading Education.**

Pub Date Dec 74

Note—12p.; Paper presented at the Annual Meeting of the National Reading Conference (24th, Kansas City, December 2-4, 1974)

**EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE**

Identifiers—\*Canada

Descriptors—\*Doctoral Theses, Educational Research, Educational Trends, \*Literature Reviews, Reading, \*Reading Research

Thirty-one research studies in reading education completed at Canadian universities from 1928 to 1973 are reviewed in this paper, and an attempt is made to locate trends in reading research. The studies have been divided into the following categories: comprehension, reading achievement, remedial reading, and voluntary reading. Each category contains two or more studies. Studies which could not be classified according to these topics were grouped as miscellaneous. The paper concludes by stating that further research is necessary in order to meet the needs of classroom reading teachers. (LL)

**ED 108 138** CS 001 906

Niedermeyer, Fred Fischer, Kathi

**Prototype Development of an Instructional Improvement Kit for the Beginning Reading Program.**

Southwest Regional Laboratory for Educational Research and Development, Los Alamitos, Calif.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Report No.—SWRL-TN-3-72-27

Pub Date Jul 72

Note—54p.

**EDRS Price MF-\$0.76 HC-\$3.32 PLUS POSTAGE**

Descriptors—\*Beginning Reading, Elementary Education, \*Instructional Improvement, \*Instructional Programs, \*Program Evaluation, \*Reading Instruction

The development of a strategy for increasing pupil performance in the Southwest Regional Laboratory (SWRL) Beginning Reading Program (BRP) is described in the introductory section of this document. This strategy, or support system, is embodied in "The Instructional Improvement Kit," presented as an appendix to the document. The kit is designed for both program assessment and instruction and instructional improvement. In the program assessment section, suggested procedures for monitoring the BRP are discussed and practice opportunities are provided. The primary instrument for program assessment is the Class Performance Chart, which allows a teacher or administrator to record actual class performance data and unit completion dates for each unit of the BRP and to compare them with performance and pacing criteria established prior to beginning the program. In the instructional improvement section, procedures are outlined for isolating the source of apparent problems and for prescribing appropriate remedies. Accompanying the text is a workbook that furnishes data for the practice exercises and contains answers to and explanations of each of the items. (LL)

**ED 108 139** 88 CS 001 907

**Project Read.**

Pittsburgh Public Schools, Pa.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date 74

Note—8p.; Not available in hard copy due to marginal legibility of original document; See CS 001 934 for "Effective Reading Programs: Summaries of 222 Selected Programs"

**EDRS Price MF-\$0.76 PLUS POSTAGE. HC Not Available from EDRS.**

Descriptors—Disadvantaged Youth, \*Effective Teaching, Elementary Education, Individualized Reading, \*Reading Improvement, \*Reading Instruction, \*Reading Programs, Reading Skills

Identifiers—Effective Reading Programs, Elementary Secondary Education Act Title III, ESEA Title III, Exemplary Reading Programs, Right to Read

One of the twelve exemplary programs summarized in the Introduction to Right to Read's "Effective Reading Programs: Summaries of 222 Selected Programs" (CS001934), this program serves first through fifth graders in four inner-city schools with an individualized reading program, emphasizing the decoding process in the primary grades, and comprehension and interpretation in



the intermediate grades. The primary-level curriculum is the same for all children, beginning with letter sounds and blending, and progressing to programed readers. The children progress through the lessons at individual rates. The intermediate-level curriculum uses a reading center stocked with a wide variety of materials. Materials and activities relate to 500 objectives, each of which has a check-in and check-out test and prescriptions for using reading center materials. Diagnostic tests are used to indicate the level at which each child should be working and, therefore, the specific objective toward which each child should work. (WR/AIR)

ED 108 140 88 CS 001 908

San Diego Right to Read.

San Diego Unified School District, Calif.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date 74

Note—6p.

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—Disadvantaged Youth, \*Effective Teaching, Individualized Instruction, \*Inservice Teacher Education, Junior High Schools, Reading Improvement, \*Reading Instruction, \*Reading Programs, Secondary Education

Identifiers—Effective Reading Programs, Elementary Secondary Education Act Title III, ESEA Title III, \*Exemplary Reading Programs, Right to Read

One of the twelve exemplary programs summarized in the Introduction to Right to Read's "Effective Reading Programs: Summaries of 222 Selected Programs" (CS001934), this program serves the students of an inner-city junior high school and has as its main thrust training teachers in a diagnostic-prescriptive approach to teaching reading and helping them use appropriate reading materials in their classrooms. Teacher assistants and some ninth-grade tutors assist teachers in carrying out individual student reading programs, and students whose reading skills are particularly low attend special laboratories or centers where they receive intensive individual attention. Content in English and social studies is individualized to heighten student interest and to ensure that students receive only course materials they are capable of reading. (WR/AIR)

ED 108 141 88 CS 001 909

The Hawaii English Program.

Hawaii State Dept. of Education, Honolulu.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date 74

Note—7p.; Not available in hard copy due to marginal legibility of original document

EDRS Price MF-\$0.76 PLUS POSTAGE. HC Not Available from EDRS.

Descriptors—\*Effective Teaching, Elementary Education, Individualized Reading, Individual Reading, \*Language Arts, Learning Modalities, \*Multigraded Classes, \*Reading Instruction, \*Reading Programs, Self Directed Classrooms

Identifiers—Effective Reading Programs, Elementary Secondary Education Act Title III, ESEA Title III, \*Exemplary Reading Programs, Right to Read

One of the twelve exemplary programs summarized in the Introduction to Right to Read's "Effective Reading Programs: Summaries of 222 Selected Programs" (CS001934), this program is designed to accommodate all types of learners in the same multigraded classroom. Reading skills study each day begins with a planning circle, where each student may consider the activities available and, with the teacher's help, choose the mode of learning in which he or she can be most successful. Activities are done in small groups, in pairs, or individually until the end of the period, when all the students meet to evaluate their progress. At the sixth-grade achievement level in the student's individual program, reading widely, discussing what has been read, and learning techniques to increase reading comprehension are stressed. (TO/AIR)

ED 108 142 CS 001 910

Andover's Individualized Reading System (AIRS).

Andover Public Schools, Mass.

Pub Date 74

Note—6p.; Not available in hard copy due to marginal legibility of original document

EDRS Price MF-\$0.76 PLUS POSTAGE. HC Not Available from EDRS.

Descriptors—\*Effective Teaching, Elementary Education, \*Individualized Reading, Reading Development, \*Reading Instruction, \*Reading Programs

Identifiers—Effective Reading Programs, \*Exemplary Reading Programs, Right to Read

One of the twelve exemplary programs summarized in the Introduction to Right to Read's "Effective Reading Programs: Summaries of 222 Selected Programs" (CS001934), this program is designed for the elementary school children of Andover, Massachusetts. These children are from high-income families and usually perform well in school. The program begins with individualized instruction in basic reading skills. Children are pretested and then assigned specific lessons. Skill instruction, for an individual or a small group, is followed by individually paced work on practice sheets, and a posttest. The teacher checks the posttest and then plans the student's next activities. When the students are able, they spend over half their time on individualized reading and free reading, and in discussions with the teacher about what they have read. (WR/AIR)

ED 108 143 CS 001 911

All Day Kindergarten, ESEA Title I, Early Childhood Education.

Cincinnati Public Schools, Ohio.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date 74

Note—6p.; Not available in hard copy due to marginal legibility of original document

EDRS Price MF-\$0.76 PLUS POSTAGE. HC Not Available from EDRS.

Descriptors—Disadvantaged Youth, \*Effective Teaching, Kindergarten Children, Language Development, Parent Participation, Primary Education, \*Reading Instruction, \*Reading Programs, Reading Readiness

Identifiers—Effective Reading Programs, Elementary Secondary Education Act Title I, ESEA Title I, \*Exemplary Reading Programs, Right to Read

One of the twelve exemplary programs summarized in the Introduction to Right to Read's "Effective Reading Programs: Summaries of 222 Selected Programs" (CS001934), this program serves disadvantaged, inner-city preschool children who score at or below the twenty-fifth percentile on a preschool inventory. Children attend kindergarten for full-day sessions, performing a variety of activities designed to increase their motor, perceptual, and auditory skills and their language and concept development. Weekly field trips provide the students with new experiences, and medical and dental services are made available to them. To motivate families to help their children develop, parent participation in the program is encouraged. (WR/AIR)

ED 108 144 CS 001 912

Alphaphonics Reading Readiness Training Program.

South San Francisco Unified School District, Calif.

Pub Date 74

Note—7p.

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—\*Effective Teaching, Kindergarten Children, Phonics, Primary Education, Reading Development, \*Reading Instruction, \*Reading Programs, \*Reading Readiness

Identifiers—Effective Reading Programs, \*Exemplary Reading Programs, Right to Read

One of the twelve exemplary programs summarized in the Introduction to Right to Read's "Effective Reading Programs: Summaries of 222 Selected Programs" (CS001934), this program uses an organized phonics system to increase the reading readiness of one school's kindergarten children, many of whom have bilingual parents. In a careful sequence of activities, the children learn to name, sound, and write one letter at a time. The program includes a number of devices to motivate pupils and catch their interest, including an imaginary character from outer space who provides frequent rewards. Each child, when ready, is encouraged to begin reading stories and books, and receives special rewards for these achievements. (WR/AIR)

ED 108 145 CS 001 913

Child Parent Centers.

Chicago Public Schools, Ill.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date 74

Note—7p.; Not available in hard copy due to marginal legibility of original document

EDRS Price MF-\$0.76 PLUS POSTAGE. HC Not Available from EDRS.

Descriptors—Disadvantaged Youth, Early Childhood Education, \*Effective Teaching, Language Development, \*Parent Participation, \*Reading Instruction, \*Reading Programs, Urban Education

Identifiers—Effective Reading Programs, Elementary Secondary Education Act Title I, ESEA Title I, \*Exemplary Reading Programs, Right to Read

One of twelve exemplary programs summarized in the Introduction to Right to Read's "Effective Reading Programs: Summaries of 222 Selected Programs" (CS001934), the goal of this program is to reach disadvantaged children when they are three years old and to provide them with consistent, unbroken instruction through the third grade. Eleven centers serve a total of over 2000 inner-city children, each center offering a unique instructional program tailored to its own community. All centers have a basic skills orientation and aim at developing pupils' use of language, but while some centers use tightly structured linguistic programs, others have chosen approaches which allow more pupil independence. Parents have an integral role in the program, spending two days a month at their centers in meetings, in home economics classes, or as staff volunteers. (WR/AIR)

ED 108 146 CS 001 914

HumRRO Work Unit FLIT (Functional Literacy); Fort Ord, California.

Human Resources Research Organization, Carmel, Calif.

Spons Agency—Army Training and Doctrine Command, Fort Monroe, Va.

Pub Date 74

Note—9p.

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—Adult Education, \*Effective Teaching, \*Enlisted Men, \*Literacy, Military Training, Postsecondary Education, \*Reading Instruction, \*Reading Programs, Vocational Education

Identifiers—Effective Reading Programs, \*Exemplary Reading Programs, Right to Read

One of the twelve exemplary programs summarized in the Introduction to Right to Read's "Effective Reading Programs: Summaries of 222 Selected Programs" (CS001934), Functional Literacy (FLIT) is a six-week course designed to upgrade the reading abilities of Army inductees to minimal levels necessary for certain career areas. FLIT literacy training is geared to job proficiency rather than to general educational development. The training strands consist of modular instructional units with end-of-module proficiency tests to enable each person to progress at his own pace. Instructional modules in each career cluster are based on job-related Army technical manuals and materials, and modules are available for careers in communications, clerical and mechanical work, and combat; as a medic; and as a cook. (TO/AIR)

ED 108 147 CS 001 915

Intensive Reading Improvement Program (IRIP)—A Staff Development Project.

Chicago Public Schools, Ill.

Pub Date 74

Note—6p.; Not available in hard copy due to marginal legibility of original document

EDRS Price MF-\$0.76 PLUS POSTAGE. HC Not Available from EDRS.

Descriptors—\*Effective Teaching, \*Inservice Teacher Education, \*Reading Achievement, Reading Development, Reading Improvement, \*Reading Instruction, \*Reading Programs

Identifiers—Effective Reading Programs, \*Exemplary Reading Programs, Illinois (Chicago), Right to Read

One of the twelve exemplary programs summarized in the Introduction to Right to Read's "Effective Reading Programs: Summaries of 222 Selected Programs" (CS001934), this program aims to improve reading achievement through an intensive effort to educate teachers in the essential theories and methods of teaching developmental reading. Operating in a cross-section of Chicago city schools, the program trains one teacher for each participating school to serve as a reading resource teacher. After receiving 60

hours of training, this resource teacher provides 30 hours on in-depth staff development activities to all teachers at each school. A program newsletter describing developments in the improved teaching of reading at participating schools is disseminated to all Chicago public schools. (WR/AIR)

**ED 108 148** CS 001 916

**Title I Reading Center Program.**

Broward County Schools, Fort Lauderdale, Fla.  
Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date 74

Note—10p.

**EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE**

**Descriptors**—\*Effective Teaching, Elementary Education, Individualized Reading, Reading Comprehension, \*Reading Instruction, \*Reading Programs, Reading Skills, \*Remedial Reading Programs, Vocabulary Development

**Identifiers**—Effective Reading Programs, Elementary Secondary Education Act Title I, ESEA Title I, \*Exemplary Reading Programs, Right to Read

One of the twelve exemplary reading programs summarized in the Introduction to Right to Read's "Effective Reading Programs: Summaries of 222 Selected Programs" (CS001934), this program uses a variety of cross-referenced materials and small group instruction to develop students' reading skills, vocabulary, and reading comprehension. Students from low-income families who are functioning approximately two years below grade level in reading in grades one through six come to the reading center for one hour of instruction every other day. Based on the results of diagnostic tests, teachers prescribe an individualized program of learning and reinforcement activities for each child. A child spends part of each hour receiving direct instruction from a teacher in skills development and the remainder of the hour in reinforcement activities under the supervision of an aide. Incorporated into the program is ongoing inservice training. (TO/AIR)

**ED 108 149** 32 CS 001 918

**Guggenheim Museum Children's Program: Learning to Read through the Arts.**

Solomon R. Guggenheim Foundation, New York, N.Y.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date 74

Note—6p.; Not available in hard copy due to marginal legibility of original document

**EDRS Price MF-\$0.76 PLUS POSTAGE. HC Not Available from EDRS.**

**Descriptors**—\*Art, Art Activities, \*Art Education, Artists, Arts Centers, Disadvantaged Youth, \*Effective Teaching, Elementary Education, Museums, \*Reading Instruction, \*Reading Programs, Remedial Reading

**Identifiers**—Effective Reading Programs, Elementary Secondary Education Act Title I, ESEA Title I, \*Exemplary Reading Programs, Right to Read

One of the twelve exemplary programs summarized in the Introduction to Right to Read's "Effective Reading Programs: Summaries of 222 Selected Programs" (CS001934), this program attempts to improve the reading skills of inner-city children, increase their aspirational levels, enhance their feelings of self-worth, and stimulate their interest, knowledge, and skills in all the arts. Three times a week, outside school hours, children between the ages of ten and twelve who are poor readers meet at the Guggenheim Museum or at artists' studios to attend workshops in two of fifteen art areas the creation of class journals and diaries, movie scripts, poetry, and the collection of the creation of class journals and diaries, movie scripts, poetry, and the collection of information about artists' lives and works. Instruction in the reading workshops is tailored to correct children's specific skill deficiencies. Every week a special event related to the arts is planned for the children. (TO/AIR)

**ED 108 150** CS 001 925

**Psycholinguistic Approach to Reading (PAR).**

Cajon Valley Union School District, El Cajon, Calif.

Pub Date 74

Note—9p.; Not available in hard copy due to marginal legibility of original document; See

CS001934 for "Effective Reading Programs: Summaries of 222 Selected Programs"

**EDRS Price MF-\$0.76 PLUS POSTAGE. HC Not Available from EDRS.**

**Descriptors**—\*Developmental Reading, \*Effective Teaching, Elementary Education, \*Miscue Analysis, Psycholinguistics, Reading Comprehension, \*Reading Instruction, \*Reading Programs, Reading Skills

**Identifiers**—\*Effective Reading Programs, Right to Read

This program, included in "Effective Reading Programs..." sees 1675 children in kindergarten through grade eight, most of whom are white middle-class children from a small city. The emphasis in this program is on increasing comprehension by teaching words in context. The strategies require the children to use their intuitive knowledge of the grammar of their language, plus their concept knowledge, to derive the meaning of a word, rather than to rely on graphic and phonemic information. The program is easily adaptable to any learning situation and is used in open, self-contained, and cross-graded classrooms. It is also used as an integral part of the total language arts program. Essential materials for each class are a tape recorder, a Reading Miscue Analysis manual, and profile and coding sheets. Student- and teacher-prepared stories and paragraphs incorporating different strategies are also used. (WR/AIR)

**ED 108 151** CS 001 935

**Follow Through Program.**

Goldsboro City Schools, N.C.

Pub Date 74

Note—27p.; See CS001934 for "Effective Reading Programs: Summaries of 222 Selected Programs"

**EDRS Price MF-\$0.76 HC-\$1.95 PLUS POSTAGE**

**Descriptors**—\*Beginning Reading, Diagnostic Teaching, \*Effective Teaching, Individualized Reading, \*Parent Participation, Primary Education, \*Reading Instruction, \*Reading Programs, Self Concept, Self Directed Classrooms, Self Esteem, Student Attitudes

**Identifiers**—\*Effective Reading Programs, Right to Read

This program, included in "Effective Reading Programs..." serves more than 1200 students in first through third grade. The program, begun in 1968, follows the Responsive Educational Program model sponsored by the Far West Laboratory for Educational Research and Development. The program includes learning activities that are self-rewarding and an environment structured to be responsive to the individual child's needs, culture, and interests. The classroom contains learning centers and a variety of games and activities, and the child is free to explore within this environment. Since the program stresses individual diagnosis, each child's needs are determined by a team that may include parents, the teacher, the principal, and a psychologist. Individual profiles, developmental tasks, and criterion-referenced tests are used for diagnosis and achievement assessment. The Parent-Child Learning Center, a book and game library, enables parents to help their children at home. The goals of the program are for each child to develop his or her intellectual abilities and a positive self-image. (TO/AIR)

**ED 108 152** CS 001 936

**Visual Linguistic Reading Program.**

Saint Paul Public Schools, Minn.

Pub Date 74

Note—23p.; See CS001934 for "Effective Reading Programs: Summaries of 222 Selected Programs"

**EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE**

**Descriptors**—\*Beginning Reading, \*Effective Teaching, Individualized Reading, Linguistics, \*Phonemics, Phonics, Primary Education, Programmed Texts, \*Reading Instruction, \*Reading Programs

**Identifiers**—\*Effective Reading Programs, Right to Read

This program, included in "Effective Reading Programs..." is designed to minimize initial difficulties in learning to read, to control early reading and word attack habits, and to meet a wide range of individual differences. Begun in 1966, the program serves an unselected cross-section of children in 110 kindergarten through third-grade classrooms in St. Paul, Minnesota, and is also

used in other selected cities. In addition to readers, the reading program includes programed texts, reading and listening tests, letter forms, and linguistically related words. To prevent children from developing habits of using inappropriate cues in identifying words, the program uses a system of controlled word groupings to focus the child's attention on individual letters rather than on word length or configuration. Linguistic word groupings, programed texts with story-related pictures, and early attention to context clues are also combined in the series to meet the needs of children with different learning styles. A detailed teacher's manual eliminates the need for inservice or preservice training for the program. (TO/AIR)

**ED 108 153** CS 001 937

**Total Reading at Juan Cabrillo School, Seaside City Schools, Calif.**

Monterey Peninsula Unified School District, Monterey, Calif.

Pub Date 74

Note—5p.; See CS001934 for "Effective Reading Programs: Summaries of 222 Selected Programs"

**EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE**

**Descriptors**—Decoding (Reading), \*Effective Teaching, \*Language Arts, Phonics, Primary Education, Reading Comprehension, \*Reading Instruction, \*Reading Programs, Reading Readiness, Speech Skills, Spelling Instruction, Writing Skills

**Identifiers**—\*Effective Reading Programs, Right to Read

This program, included in "Effective Reading Programs..." serves 115 disadvantaged children in first through third grade and includes black, Filipino, white, and Spanish-surname students. Begun in 1965, Total Reading is a complete language arts program for the primary grades which integrates the teaching of reading, writing, spelling, and speech. Decoding skills are taught phonetically, using a vowel code to unlock the sound of a word. Strong emphasis is given to comprehension and vocabulary growth. Dictation techniques are used to provide oral readiness at each step; students are then able to work independently on materials based on the sounds and words introduced. Materials include a teacher's manual, dictation record, sound and word cards, student workbooks, reading books, and tests. The program also utilizes library books and regular basal readers. The program is divided into five levels. The focus at levels one and two is on decoding of words with oral preparation for reading comprehension and creativity; at level three, on reading comprehension and sentence writing; and at level four, on spelling and creative writing. Level five is programed to teach advanced language arts skills to high-achieving third graders. (TO/AIR)

**ED 108 154** CS 001 938

**High School Peer Tutoring (Homework Helpers) Program, New York, N.Y.**

New York City Board of Education, Brooklyn, N.Y.

Pub Date 74

Note—15p.; See CS001934 for "Effective Reading Programs: Summaries of 222 Selected Programs"

**EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE**

**Descriptors**—Bilingual Students, Disadvantaged Youth, \*Effective Teaching, Mathematics Instruction, Negro Youth, \*Peer Teaching, \*Reading Instruction, \*Reading Programs, Secondary Education, \*Tutoring

**Identifiers**—\*Effective Reading Programs, Right to Read

This program, included in "Effective Reading Programs..." annually serves about 4000 disadvantaged students in grades nine through twelve in 50 high schools. Many of the students are black or Spanish-speaking and come from low-income homes in the inner city. The program, begun in 1969, is designed to provide individualized tutoring in reading and math by high school students to other high school students. Students are invited into the program through announcements, bulletin boards, and teacher recommendations. They are tested when they initially come for tutoring and, on the average, entering students are four to six years behind grade level in reading and math. The tutors, working with one or two students at a time, assist in vocabulary

development, oral reading, comprehension, and math skills. The remedial teachers in many schools serve as informal consultants for tutoring techniques and materials. However, tutors primarily work under the supervision of master teachers and coordinators. A monthly newsletter is sent to all schools, and workshops in reading and math are held for small groups of master teachers to keep them well informed. (TO/AIR)

**ED 108 155** CS 001 939  
Willard School Primary Reading Program,  
Pasadena, Calif.

Pasadena City Unified School District, Calif.  
Pub Date 74

Note—21p.; See CS001934 for "Effective Reading Programs: Summaries of 222 Selected Programs"

**EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE**

Descriptors—\*Beginning Reading, \*Criterion Referenced Tests, \*Diagnostic Teaching, \*Effective Teaching, Individualized Reading, Primary Education, Reading Diagnosis, \*Reading Instruction, \*Reading Programs

Identifiers—\*Effective Reading Programs, Right to Read

This program, included in "Effective Reading Programs..." serves 460 students in grades one through three and includes black, white, and Spanish-surname children. Begun in 1971, the program uses the Ransom taxonomy of reading skills and Ransom criterion-referenced tests. The group tests, correlated with major basal readers, are administered by classroom teachers to help them determine the skill needs of each child. After reviewing these tests, teachers use multimedia, multimodal materials to teach and reinforce needed skills. Students are placed in flexible reading groups, organized according to reading levels, and individualized teaching takes place within each group. To reinforce the word recognition and comprehension skills introduced in these directed reading lesson groups, students spend approximately one hour per day at library, skill, creative writing, and appreciation-oriented learning stations. Student progress is continually evaluated by means of criterion-referenced tests and daily teacher records. (TO/AIR)

**ED 108 156** CS 001 940  
Laubach Literacy Program of Dysart Community Center, El Mirage, Arizona.

Dysart Community Center, El Mirage, Ariz.  
Pub Date 74

Note—65p.; See CS001934 for "Effective Reading Programs: Summaries of 222 Selected Programs; Not available in hard copy due to marginal legibility of original document"

**EDRS Price MF-\$0.76 PLUS POSTAGE. HC Not Available from EDRS.**

Descriptors—Adult Basic Education, \*Adult Reading Programs, Bilingual Education, Community Involvement, \*Effective Teaching, \*Literacy Education, \*Reading Instruction, \*Reading Programs, Tutoring

Identifiers—\*Effective Reading Programs, Right to Read

This program, included in "Effective Reading Programs..." serves predominantly Spanish-speaking and low-income people in a small Mexican-American community of about 3500. Begun in 1968, the program is designed to teach English as a second language along with concomitant values of better home and community life, as well as health and consumer information. Instruction focuses simultaneously on reading, writing, and speaking English. The method emphasizes is one-to-one tutoring, supported by volunteers from a nearby retirement community. Laubach Literacy Program materials are used, including readers, teachers' manuals, and tests, as well as supplementary readers and a weekly newspaper. Pictures, objects, flashcards, charts, and games are widely used teaching aids. Complete records of attendance and student achievement are kept. Since the program is financed entirely by contributions, an extensive public relations effort is made to keep supporters aware of the center's needs and accomplishments. In this regard, close cooperation is maintained with local schools, the PTA, and church leaders. (TO/AIR)

**ED 108 157** CS 001 943  
Ellis, Allan B.

Success and Failure: A Summary of Findings and Recommendations for Improving Elementary Reading in Massachusetts City Schools.

Educational Research Corp., Watertown, Mass.; Massachusetts Advisory Council on Education, Boston.

Pub Date Feb 75

Note—37p.; See related document CS001813

**EDRS Price MF-\$0.76 HC-\$1.95 PLUS POSTAGE**

Descriptors—\*Educational Assessment, Elementary Education, Evaluation Methods, Reading, Reading Achievement, Reading Failure, \*Reading Improvement, \*Reading Instruction, \*State Surveys, \*Urban Education

Identifiers—\*Massachusetts

In order to discover whether there were any inner-city elementary schools in Massachusetts which were successful in teaching children to read, a two-year study was undertaken. Results of the study, reported in this document, showed that there is no one pattern for success but that there is a process by which schools, either alone or in collaboration with other schools, can assess their strengths and weaknesses. This summary of the study outlines the problem, approaches, procedures, findings, and recommendations. (JM)

**ED 108 158** CS 001 946  
Manual for Administering, Scoring, and Using the Basic Reading Inventory (Elementary Edition).

Illinois State Office of the Superintendent of Public Instruction, Springfield.

Pub Date Sep 74

Note—99p.; Not available in hard copy due to marginal legibility of original document

**EDRS Price MF-\$0.76 PLUS POSTAGE. HC Not Available from EDRS.**

Descriptors—\*Basic Reading, Diagnostic Tests, Elementary Education, \*Informal Reading Inventory, Reading Development, \*Reading Diagnosis, Reading Instruction, Reading Tests

Identifiers—\*Basic Reading Inventory

The Basic Reading Inventory, one method of evaluating reading performance and developing reading strategy, is an individually administered, informal reading test composed of a series of word lists and graded paragraphs which the child reads aloud to the teacher. Comprehension questions follow the reading of each paragraph. This manual explains the purposes of the inventory, gives directions for scoring and administering it, and provides concrete assistance for interpreting test findings so that the results can be used to enhance reading instruction. Appendixes contain three forms of the inventory, aids for summarizing results, strategies for improving reading, and sources for further information. (JM)

**ED 108 159** CS 001 947

Harbison, Mary Lou

California State Adopted Reading Program, Beginning with the School Year 1969-70.

Southwest Regional Laboratory for Educational Research and Development, Los Alamitos, Calif.

Spans Agency—Office of Education (DHEW), Washington, D.C.

Pub Date May 69

Note—45p.

**EDRS Price MF-\$0.76 HC-\$1.95 PLUS POSTAGE**

Descriptors—Booklists, \*Elementary Education, \*Reading Instruction, \*Reading Materials, \*Reading Material Selection, \*Reading Programs

Identifiers—California

This memorandum is a complete list of reading materials adopted for use in California schools during the fall of 1969. The materials are divided by grade level and listed in the following five categories: fast, average, slow, culturally disadvantaged, and English as a second language; each category is subdivided into basic and supplementary sections. The book list is divided by grade level. Costs given include list prices and school prices when there is a difference. (LL)

**ED 108 160** CS 001 948

Hackbarth, Steven L. Rundle, Sarah A. Children's Word Recognition and Retrieval as a Function of Reading Ability.

Southwest Regional Laboratory for Educational Research and Development, Los Alamitos, Calif.

Spans Agency—Office of Education (DHEW), Washington, D.C.

Report No.—SWRL-TN-2-71-22

Pub Date Jul 71

Note—19p.

**EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE**

Descriptors—Elementary Education, \*Reading Ability, \*Reading Comprehension, \*Reading Research, \*Reading Speed, Recall (Psychological), Retention, \*Word Recognition

This study investigated fourth-grade children's ability to identify and retrieve tachistoscopically presented words in relation to their rated ability on both reading speed and comprehension. No significant difference was found between fast and slow readers in either recognition or retrieval. High comprehension children had significantly lower recognition thresholds and retrieval times than the low comprehenders. In all analyses, high-frequency words had lower recognition thresholds and retrieval times than low-frequency words. Length of word had a significant effect only on retrieval time: the longer words took more time to retrieve. A significant interaction between word length and reading ability on the retrieval task suggests an important locus of difficulty for poor readers in the processing of long words. (Author)

**ED 108 161** CS 001 949

Hackbarth, Steven L.

Semantic and Acoustic Properties of Memory: An Annotated, Cross-Referenced Bibliography.

Southwest Regional Laboratory for Educational Research and Development, Los Alamitos, Calif.

Spans Agency—Office of Education (DHEW), Washington, D.C.

Report No.—TR-39

Pub Date Jan 72

Note—212p.

**EDRS Price MF-\$0.76 HC-\$10.78 PLUS POSTAGE**

Descriptors—\*Acoustics, \*Annotated Bibliographies, Learning Processes, \*Memory, Recall (Psychological), \*Research, \*Semantics

A total of 441 articles related to the semantic and acoustic properties of memory are cross-referenced and listed alphabetically with the authors' original abstract or summary. (Author)

**ED 108 162** CS 001 950

Follette, Joseph F.

Word-Phrase Comprehension as Concept Learning.

Southwest Regional Laboratory for Educational Research and Development, Los Alamitos, Calif.

Spans Agency—Office of Education (DHEW), Washington, D.C.

Report No.—SWRL-TM-1-71-5

Pub Date Apr 71

Note—14p.

**EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE**

Descriptors—\*Associative Learning, \*Concept Formation, Inductive Methods, \*Learning Processes, Primary Education, \*Reading Comprehension, \*Word Recognition

A view of word-phrase comprehension instruction as making joint use of language mediation and inductive approaches to secure concept learning is presented. The concept learning task considered appears appropriate to objectives of primary instruction and at variance with tasks that typify concept learning research. (Author)

**ED 108 163** CS 001 951

Nemeth, Joseph S., Ed.

Reading RX: Better Teachers, Better Supervisors, Better Programs.

International Reading Association, Newark, Del.

Pub Date 75

Note—185p.

Available from—International Reading Association, 800 Barksdale Road, Newark, Delaware 19711 (Order No. 454, \$6.50 non-member, \$4.50 member)

**EDRS Price MF-\$0.76 HC-\$9.51 PLUS POSTAGE**

Descriptors—Elementary Secondary Education, Individualized Reading, Inservice Teacher Education, Language Arts, Performance Based Education, Preservice Education, Reading, \*Reading Instruction, \*Reading Programs, Remedial Reading, \*Teacher Education, \*Teacher Qualifications

The necessity for teachers to continue to learn and the need for continuing improvement in the quality of preservice and inservice teacher education are the emphases in this volume. The first two parts of the book deal directly with current issues in the teaching of reading and offer suggestions for the improvement of teacher education.



tion. Twelve chapters in part one focus on teacher training, both preservice and inservice; seven chapters in part two concern reading specialists—qualifications and techniques. Part three, in seven chapters, treats specifically some of the reading programs which teachers implement as a consequence of their training. (JM)

**ED 108 164** CS 001 952

*Okada, Masahito Sullivan, Howard J.*  
**Learning and Transfer Effects of Systematic Variations in Word-Decoding Instruction.**

Southwest Regional Laboratory for Educational Research and Development, Los Alamitos, Calif.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Report No.—SWRL-TM-3-71-07

Pub Date Sep 71

Note—17p.

**EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE**

**Descriptors**—\*Decoding (Reading), Grade 1, Primary Reading, Reading Ability, \*Reading Achievement, Reading Comprehension, \*Reading Instruction, \*Reading Research, \*Teaching Methods, Teaching Models

This study investigated the effects of three different word-decoding instructional procedures: a single-letter (SL) approach, a letter-combination (LC) approach, and a procedure in which children receive several weeks' instruction in the SL method and then switch to the LC approach. Grade 1 pupils were assigned at random to the three treatment groups, and each group received a total of 28 days of instruction with its particular method. There were no significant differences between the three groups in achievement on the 32-item posttest measuring the ability to read words encountered during instruction and the ability to sound out and read new words, but each treatment group scored significantly higher on the posttest than did a control group receiving regular first-grade reading instruction. (Author)

**ED 108 165** 95 CS 001 954

*Rudegair, Robert E.*  
**A Critique of the Word Attack Component of the Wisconsin Design for Reading Skill Development.**

Southwest Regional Laboratory for Educational Research and Development, Los Alamitos, Calif.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Report No.—SWRL-TN-2-72-21

Pub Date May 72

Note—19p.

**EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE**

**Descriptors**—Behavioral Objectives, Decoding (Reading), Elementary Education, Evaluation, \*Reading Comprehension, \*Reading Development, \*Reading Instruction, Reading Skills, \*Word Recognition, \*Word Study Skills

**Identifiers**—\*Wisconsin System of Reading Skill Development  
The Wisconsin Prototypic System of Reading Skill Development is described. The sequential arrangement of behavioral objectives in the word attack component is discussed. Basic linguistic concepts underlying the specification of these behavioral objectives are also considered. (Author)

**ED 108 166** CS 001 955

*Follett, Joseph F.*  
**Evaluation of Word Attack Skills.**

Southwest Regional Laboratory for Educational Research and Development, Los Alamitos, Calif.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Report No.—SWRL-TM-1-71-2

Pub Date Jan 71

Note—91p.

**EDRS Price MF-\$0.76 HC-\$4.43 PLUS POSTAGE**

**Descriptors**—Elementary Education, \*Evaluation, \*Oral Reading, Reading Development, \*Reading Instruction, \*Word Recognition, \*Word Study Skills

A framework for more apt and sensitive evaluation of generalized word attack skill—the heart of oral reading skill—is presented. The paper envisions the design and development of oral reading instruction as bounded by a fully-specified evaluation scheme. (Author)

**ED 108 167** CS 001 956

*Rudegair, Robert E.*  
**An Analysis of Tasks Reflecting Subskills of Novel Word Decoding.**

Southwest Regional Laboratory for Educational Research and Development, Los Alamitos, Calif.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Report No.—SWRL-TN-2-72-06

Pub Date Jan 72

Note—22p.

**EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE**

**Descriptors**—Beginning Reading, \*Decoding (Reading), \*Phonics, Primary Education, Reading Comprehension, \*Reading Instruction, \*Reading Skills, \*Word Study Skills

Training tasks that comprise the word attack component of phonics reading programs are discussed. Tasks that reflect phonics subskills are drawn from the literature, and variables that appear crucial in distinguishing these tasks are discussed. The analysis is viewed as necessary to generating research questions in a program attempting to assess the relative impact of various subskill tasks on generalized word decoding ability. (Author)

**ED 108 168** CS 001 957

*Berdiansky, Charles Mindes, Paula*  
**An Analysis of the Stimulus-Response Characteristics of Standardized Reading Comprehension Tests.**

Southwest Regional Laboratory for Educational Research and Development, Los Alamitos, Calif.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date Mar 69

Note—72p.

**EDRS Price MF-\$0.76 HC-\$3.32 PLUS POSTAGE**

**Descriptors**—\*Reading Comprehension, \*Reading Research, \*Reading Tests, \*Response Mode, \*Standardized Tests

This analysis of the stimulus-response characteristics of reading comprehension tests was undertaken in order to determine the factors which are generally measured in the standardized tests of reading comprehension. It was assumed that such an analysis might provide a clearer notion than presently exists in the educational literature as to what educators consider to be included in the construct of comprehension. A second purpose of this analysis was to provide a concise reference to reading comprehension tests with their appropriate age-grade levels, as well as to supply information regarding intercorrelations between tests. (LL)

**ED 108 169** CS 001 958

**Enriched and Extended School Year Program.**

East Cleveland City School District, Ohio.

Pub Date Mar 74

Note—62p.; See CS 001 934 for "Effective Reading Programs: Summaries of 222 Selected Programs"

**EDRS Price MF-\$0.76 HC-\$3.32 PLUS POSTAGE**

**Descriptors**—Disadvantaged Youth, \*Effective Teaching, Elementary Education, Inner City, Negro Students, Program Descriptions, Reading Achievement, \*Reading Difficulty, \*Reading Instruction, \*Reading Programs, \*Remedial Reading

**Identifiers**—\*Effective Reading Programs, Right to Read

This program, included in "Effective Reading Programs..." serves 1500 children from five elementary schools. Almost 100 percent of the children are black and come from an inner-city community in which family income is low, with 50 percent of the school children from welfare families. Children selected for this program show a deficit in reading achievement equivalent to one and one-half years or more. The program began in 1971 and focuses on strengthening reading, vocabulary, and communication skills through the addition of nontraditional settings for instruction and the extension of the school year through July. Organized into six segments, each six-week segment includes four weeks of traditional classroom instruction, one week of special instruction at one of several community cultural institutions, and one week of vacation. Integrated into the regular classroom curriculum is time for the chil-

dren to write about their experiences at the cultural institutions. The students are encouraged to use their new vocabulary in diary entries, and to learn to read by augmenting reading lessons with writing. In addition to planning activities, teachers schedule parent conferences and tutor students during the one-week vacation periods. (RB/AIR)

**ED 108 170** 32 CS 001 959

**Reading Improvement Teams (RIT)-ESEA Title I, 1974-1975.**

Saint Louis Public Schools, Mo. Office of Planning and Program Development.

Spons Agency—Bureau of School Systems (DHEW/OE), Washington, D.C.

Pub Date 74

Note—18p.; See CS001934 for "Effective Reading Programs: Summaries of 222 Selected Programs". Not available in hard copy due to marginal legibility of original document

**EDRS Price MF-\$0.76 PLUS POSTAGE. HC Not Available from EDRS.**

**Descriptors**—\*Effective Teaching, Elementary Education, Individualized Instruction, \*Program Descriptions, Reading Achievement, Reading Comprehension, \*Reading Improvement, \*Reading Instruction, \*Reading Programs, Reading Skills, Remedial Reading

**Identifiers**—\*Effective Reading Programs, Elementary Secondary Education Act Title I, ESEA Title I, Right to Read

This program, included in "Effective Reading Programs..." serves 10,000 students in grades one through eight who live in neighborhoods that are serviced by schools receiving Title I funds. The program, begun in 1971, is designed to improve students' reading skills and attitudes toward reading. The reading improvement teams (RIT) provide individualized, diagnostic reading instruction in addition to regular reading classes. Instructional strategies, which generally emphasize reading comprehension, vary from team to team, depending on the diagnosed need of each child, and collective experience of the team members, and the available facilities and materials in each school. Reading assistants and reading aides identify underachieving students, diagnose their reading difficulties, and write prescriptions that remedial and developmental reading teachers use to direct reading instruction. The program also maintains an inservice center for the professional development of all staff members, and especially for the improvement of remedial reading methods for RIT classroom teachers. (RB/AIR)

**ED 108 171** CS 001 961

**The Extended Non-Graded Reading Program.**

Owego Apalachin Central School District, N.Y.

Pub Date Dec 73

Note—109p.; See CS 001 934 for "Effective Reading Programs: Summaries of 222 Selected Programs"

**EDRS Price MF-\$0.76 HC-\$5.70 PLUS POSTAGE**

**Descriptors**—Class Activities, Disadvantaged Youth, \*Effective Teaching, Elementary Education, Individualized Instruction, \*Nongraded System, \*Program Descriptions, \*Reading Instruction, \*Reading Programs, Rural Education

**Identifiers**—\*Effective Reading Programs, Right to Read

This program, included in "Effective Reading Programs..." serves 720 predominantly white students in kindergarten through grade six. The program, located in a small rural town in which families are mobile but incomes are low (\$6000 annually), began in 1970. Needs-based instruction is the focus of the program. The reading curriculum is organized into an ordered number of levels, and the schedule is arranged to provide for a two-hour period of instruction in reading and special areas (art, music, instructional media, and physical education). Approximately 50 minutes of this time are devoted to small-group reading instruction. On the basis of continuous informal diagnosis and evaluation, teachers place each student on the level that suits his or her needs; grade levels are not used. The student is given a prescription card for reading activities and is allowed to proceed at her or his own pace. A 30-minute period is provided daily for teachers to meet and evaluate student progress, plan teaching strategies, and discuss utilization of materials. (RB/AIR)

## ED 108 172 CS 001 962

T. I. L. C. (Teacher Interactive Learning Center)  
Elementary "Do It and Understand" Curriculum Activities.

Hartford Public Schools, Conn.

Spons Agency—Office of Education (DHEW),  
Washington, D.C.

Pub Date Jun 75

Note—97p.

EDRS Price MF-\$0.76 HC-\$4.43 PLUS  
POSTAGE

Descriptors—\*Class Activities, Communication Skills, \*Creative Activities, Educational Objectives, Educational Resources, Elementary Education, \*Elementary School Curriculum, \*Instructional Materials, \*Learning Activities, Learning Disabilities, Mathematics Instruction Identifiers—Elementary Secondary Education Act Title III, ESEA Title III

This booklet is a collection of 133 field-tested learning activities produced at the Teacher Interactive Learning Center for teacher use with elementary students. No sequence has been attempted in this collection, although the activities are classified by content area as follows: communication arts activities, mathematics activities, and learning disabilities activities. Activities are coded to a content key of objectives, such as the ability to recognize letters, the concept of sequence, proficiency in word recognition, the ability to read and follow directions, the ability to add to any sum, the ability to tell time, and the ability to use various units of metric measures. (TS)

## ED 108 173 CS 001 963

Tinker, Miles A. McCullough, Constance M.

Teaching Elementary Reading. 4th Edition.

Pub Date Mar 75

Note—641p.

Available from—Prentice-Hall, Inc., Englewood Cliffs, New Jersey 07632 (\$11.95 cloth)

Document Not Available from EDRS

Descriptors—Beginning Reading, \*Developmental Reading, \*Elementary Education, Instructional Materials, Kindergarten Children, Language Development, \*Reading Instruction, Reading Materials, \*Reading Programs, Reading Tests, Teaching Methods

Designed to present a program of balanced developmental reading, this book describes basic principles of reading instruction and presents examples of recommended practice for kindergarten through the elementary grades. Chapter one, "About Reading and the Reading Teacher," discusses the nature, goals, and methods of teaching reading; the reading teacher as a reader; and the linguistic and psychological considerations in reading. Chapter two, "Bases and Related Factors of the Reading Program," considers reading readiness, beginning reading, reading development, vocabulary development, word recognition, word study skills, oral reading, reading rate, content reading, and reading interests. Chapter three, "Recommended Practices in Reading Instruction," focuses attention on individualized instruction, remedial reading, and recommended practices at various levels of instruction. The appendixes include annotated lists of tests, books on reading instruction, sources of graded book lists and materials, bibliographies of reading literature, and a glossary of statistical terms. (LL)

## ED 108 174 CS 001 964

Smith, Marshall S., Ed.

Modeling the Reading Process, Panel 4: Conference on Studies in Reading (Washington, D.C., August, 1974).

National Inst. of Education (DHEW), Washington, D.C.

Pub Date Jun 75

Note—34p.

EDRS Price MF-\$0.76 HC-\$1.95 PLUS  
POSTAGE

Descriptors—Conference Reports, Decoding (Reading), \*Models, Reading, Reading Ability, Reading Comprehension, \*Reading Processes, \*Reading Research, \*Reading Skills, \*Research Methodology, Semantics, Word Recognition Identifiers—\*National Conference on Studies in Reading

The primary goal of the conference panel on modeling the reading process was to prepare a programatically related set of suggestions which could lead to a clearer account of reading and to an ability to pose successively better research questions. This panel report contains sections on

the development of a model for word recognition during reading, an investigation of the integration of word meanings into higher order structures, the characterization of the development of reading ability in children, the development of a model for eye movement guidance during reading, and a measurement of the information processing habits of competent readers when they are confronted with complex reading tasks. A list of references is included. (JM)

## ED 108 175 CS 001 965

Smith, Marshall S., Ed.

Applications of Existing Reading Comprehension Research, Panel 6: Conference on Studies in Reading (Washington, D.C., August, 1974).

National Inst. of Education (DHEW), Washington, D.C.

Pub Date Jun 75

Note—32p.

EDRS Price MF-\$0.76 HC-\$1.95 PLUS  
POSTAGE

Descriptors—Conference Reports, Learning Theories, Reading, \*Reading Comprehension, \*Reading Instruction, Reading Processes, \*Reading Research, Task Analysis, \*Teaching Methods, Teaching Models, \*Theories Identifiers—\*National Conference on Studies in Reading

The purposes of this conference panel were to suggest ways of bringing basic and applied research on reading comprehension into an interaction that would enhance both theory and practice, and to develop an approach to the design and study of instructional practice that would maximize the relevance of instructional research for both the public and the education profession. This panel report consists of outlines of three approaches to research and development in reading comprehension. These approaches involve instructional implications of current theories on language comprehension, instructional practice as the source of instructional design and theoretical model building, and psychological analysis of reading comprehension tasks. (JM)

## ED 108 176 CS 001 966

Smith, Marshall S., Ed.

Essential Skills and Skill Hierarchies in Reading, Panel 10: Conference on Studies in Reading (Washington, D.C., August, 1974).

National Inst. of Education (DHEW), Washington, D.C.

Pub Date Jun 75

Note—37p.

EDRS Price MF-\$0.76 HC-\$1.95 PLUS  
POSTAGE

Descriptors—Behavior, Conference Reports, Reading Achievement, \*Reading Instruction, \*Reading Processes, \*Reading Research, \*Reading Skills, \*Research Methodology, Research Needs, Skill Development Identifiers—\*National Conference on Studies in Reading

This conference panel report focuses on the identification and validation of essential reading skills and on the organization of those skills into instructional hierarchies. The three approaches to research which the panel recommended are the identification and validation of behaviors essential or supportive to the acquisition of competent reading behavior, the identification of the factors which influence the learning and development of essential and supportive skills, and the empirical determination of the optimal hierarchical arrangement of the skills essential to success in reading. (JM)

## ED 108 177 CS 001 967

Functional Reading Resource Manual for Teachers, Vol. I and II.

Maryland State Dept. of Education, Baltimore. Div. of Instruction.

Pub Date 75

Note—330p.; See related document CS001877; See CS001934 for "Effective Reading Programs: Summaries of 222 Selected Programs"

EDRS Price MF-\$0.76 HC-\$17.13 PLUS  
POSTAGE

Descriptors—Class Activities, \*Curriculum Guides, Elementary Secondary Education, \*Functional Reading, Instructional Materials, Language Arts, Language Skills, \*Reading Instruction, \*Reading Programs Identifiers—\*Effective Reading Programs, Maryland

This two-volume curriculum guide, designed to meet the functional reading needs of Maryland's 182,000 public school students in grades one through twelve, contains objectives, activities, and materials for classroom use. The guide, part of a reading program started in 1972 and described in "Effective Reading Programs..." is used by teachers in the Maryland reading program, the prime objective of which is to ensure that all students can meet the functional reading demands of society. Some of the practical reading activities covered include reading the listings in "TV Guide," filing federal income tax form, reading a city map and locating places and streets, acquiring social information from the newspaper, filling out an application for a United States Savings Bond, balancing a checking account, and subscribing to a magazine. The major goals of the reading program as they are presented in this curriculum guide are to develop skill in following directions, locating references, gaining information from various sources, and understanding forms. Emphasis is also placed on attaining personal development through reading. (RB)

## ED 108 178 CS 001 968

Hays, Warren S.

Types of Word Recognition Errors Made by Second and Fifth Grade Students.

Pub Date [74]

Note—31p.

EDRS Price MF-\$0.76 HC-\$1.95 PLUS  
POSTAGE

Descriptors—Elementary Education, Grade 2, Grade 5, \*Oral Reading, Phonics, \*Reading Instruction, \*Reading Research, Semantics, Syntax, \*Word Recognition, \*Word Study Skills

The purpose of this study was to determine if differences existed between second- and fifth-grade students' word recognition errors, and if differences existed between the word attack strategies utilized by them. Using the Informal Reading Inventory, a random sample of twenty-five second graders and twenty-five fifth graders was taken from three middle-class metropolitan schools. The types of word recognition errors were classified according to criteria the researcher had established and then converted into proportions. Differences between the second- and fifth-grade subjects' errors were tested at the .01 level using the z test. The results indicated that second and fifth graders made similar types of word recognition errors during oral reading, with the following exceptions: (1) second graders had more words given by the examiner, (2) fifth graders confused the initial consonant more frequently, and (3) fifth graders made more meaningless guesses. Both groups tended to use initial clues combined with syntax and semantics as a primary aid to word recognition. (Author/LL)

## ED 108 179 CS 001 969

Montare, Alberto Elman, Elaine

Words and Pictures: Replication and Interpretation.

Pub Date [74]

Note—27p.

EDRS Price MF-\$0.76 HC-\$1.95 PLUS  
POSTAGE

Descriptors—\*Beginning Reading, Primary Education, \*Reading Instruction, \*Reading Research, Reading Skills, Retention, \*Teaching Methods, Teaching Models

A replication and extension of Samuels' (1967) original experiment assessing the learning performances of no-picture, simple-picture and complex-picture groups almost exactly duplicated the original findings in acquisition performance. However, the critical test-trials results did not confirm Samuels' original contention that pictures can act as distractors in learning correct reading responses. Application of a conditioning model revealed that the no-picture group received the overwhelming amount of adult verbal feedback during acquisition and provided the theoretical basis of the notion that "no-picture" learning occurs through a visual-auditory conditioning process; "simple-picture" learning occurs through a visual-visual conditioning process and "complex-picture" learning occurs through a combination of both. (Author)

## ED 108 180 CS 001 970

Harris, Wendy J. Rohwer, William D., Jr.

Children's Memory for Between-Sentence and Within-Sentence Relations.

Pub Date 75

Note—18p.; Paper presented at the Annual Meeting of the American Educational Research Association (Washington, D.C., March 30-April 3, 1975)

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—\*Child Language, Children, \*Cognitive Processes, \*Language Skills, Memorizing, \*Memory, \*Reading Research, Reading Skills, Recall (Psychological), Semantics, Sentences, Sentence Structure

Identifiers—\*Spatial Relationships (Sentences)

This study investigates children's semantic integration of sentence information as a function of instructions (form or substance), test sentence form (verbatim or paraphrased from acquisition story sentences), and story content (spatial or general relationships). After 144 fifth-grade children were presented with twelve short acquisition stories, they were asked to discriminate between true and false premise or inference recognition test sentences. Performance varied as a function of experimental condition, and discrimination for correct premises was much better than that for correct inferences. No consistent support was found for a view of constructive memory in children. (Author)

ED 108 181

CS 001 971

Babcock, Natalie

Cloze Procedure and the Affective Domain.

Pub Date Mar 75

Note—12p.; Paper presented at the Annual Conference of the Western College Reading Association (8th, Anaheim, California, March 20-22, 1975)

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—\*Cloze Procedure, Junior Colleges, \*Language Skills, \*Measurement Instruments, \*Reading Comprehension, Reading Instruction, Reading Skills, \*Reading Tests, Secondary Education

Assessing students' knowledge of the sequential nature of language and the extent to which they are able to relate one sentence or concept to another (preceding or following) is a task rarely measured by reading tests, despite the fact that such information would help to meet individual reading needs. One instrument which may prove useful toward this end is the cloze test, an informal reading comprehension measurement in which a message is mutilated by deleting certain words and substituting underlined black spaces of constant length. The main thesis of this paper is that cloze analysis of individual student responses on such a test may yield more precise information than current procedures provide for secondary and community college instructors about the strengths and weaknesses of students in specific language skills areas as well as their attitudes toward the subject matter. The paper discusses the use of the cloze test and provides examples and statistics to support the main thesis. (RB)

ED 108 182

CS 001 972

Ware, Inez M.

Motivating Reading through Classroom Publications.

Pub Date 75

Note—10p.; Paper presented at the Annual Meeting of the International Reading Association (New York City, May 13-16, 1975)

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—\*Class Activities, \*Class Newspapers, Elementary Education, Motivation, \*Motivation Techniques, Oral Reading, Periodicals, Reading Comprehension, \*Reading Skills, Silent Reading, \*Student Developed Materials, Word Study Skills

The writing and production of classroom publications can become a strong motivating factor in stimulating children to read. Since a wide variety of activities is necessary in compiling a class paper or magazine, all children can be involved. Guidelines should be established and followed concerning titles and themes for the publication, duties of staff members, content, the assignment of writing, proofreading, ads, the scope of the material, format, illustrations, the production process, and distribution. Children's silent and oral reading skills will be strengthened in the process of producing the publication, and they will be eager to read the finished product. (JM)

ED 108 183

CS 001 973

Rainwater, Jerry A.

Comprehension Characteristics of Chicano and Non-Chicano Students at Eastern New Mexico University.

Pub Date Feb 75

Note—10p.; Paper presented at the Farwest Regional Conference of the International Reading Association (3rd, Reno, February 6-8, 1975)

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—American Indians, Anglo Americans, College Students, Content Reading, Factual Reading, \*Mexican Americans, \*Reading Comprehension, \*Reading Difficulty, \*Reading Research, \*Reading Skills, Remedial Reading

A study was undertaken to determine if differences existed between Chicano and non-Chicano students enrolled in the college reading improvement program and if Chicano students evidenced any comprehension characteristics unique to them as a group which would justify special instructional programming. Of the 184 subjects selected for the study, 69 were Chicano. The Davis Reading Test Form 1A was used; it is an instrument which measures five types of comprehension, three of which—factual recall, main idea, and inference—were selected for measurement in this study. Results of the study showed that there are significant differences in reading comprehension between the two groups. Data showed no differences between Chicanos and non-Chicanos who were poor or average readers, but showed definite differences between Chicanos and non-Chicanos who were good readers. It was concluded that this difference was caused by inferential comprehension. (JM)

ED 108 184

CS 001 974

Narang, H. L.

Children's Literature of India—Legends Folklore, Fiction: An Annotated Bibliography.

Pub Date 70

Note—5p.

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—\*Annotated Bibliographies, Children's Books, \*Children's Literature, Elementary Secondary Education, \*Fiction, Folklore Books, Legends

Identifiers—\*India

The sixty-one items listed in this annotated bibliography consist of literary fiction of India. Grade levels are indicated for each book and, except for two books for grades ten and eleven, the books fall into the grade range of kindergarten through ninth grade. (JM)

ED 108 185

CS 001 976

Malmquist, Eve Grundin, Hans U.

Survey of Certain Reading, Writing and Other Communication Skills among Adults (The VUX-ENLASK Project), Project No. 449.

National Swedish Board of Education, Stockholm.

Pub Date Feb 75

Note—11p. Journal Cit—School Research Newsletter, Feb 1975

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—\*Adults, Educational Research, Reading Ability, \*Reading Skills, \*Surveys, Tests, \*Writing Skills

Identifiers—\*Sweden

The purposes of this study are to assess Swedish adults' reading and writing skills so that they can be compared with the corresponding skills of students in the comprehensive and upper secondary schools, and to investigate the extent to which adults' reading and writing activities can be described as satisfactory to their needs. The subjects of this study will consist of random samples of population groups born in 1940 and 1950 and living in five parishes within the municipality of Linköping. These subjects will take a series of reading and writing tests and will also complete a questionnaire concerning education, occupation, reading habits and preferences, and other matters—all on a single occasion. Collection of data is scheduled to be carried out in the spring of 1975, while analysis and presentation of results will be undertaken during the fall of 1975 and the spring of 1976. (JM)

ED 108 186

CS 001 977

Mullican, James S., Ed.

Focus on Reading.

Pub Date 75

Note—27p.

Journal Cit—Indiana English Journal; v9 n4 Entire issue Summer 1975

EDRS Price MF-\$0.76 HC-\$1.95 PLUS POSTAGE

Descriptors—\*Children's Literature, Elementary Secondary Education, English Instruction, Higher Education, Language Arts, \*Literature Appreciation, \*Reading, \*Word Study Skills

The teaching of literature and reading is explored in the four articles in this issue. Titles and authors of these articles are as follows: "Utopia and the Social Relevance of Reading Literature" by Patrick Brantlinger; "Free Reading in the High School English Class" by R. Baird Shuman; "Word Finds as a Reading 'Find'" by Barbara S. Ballarino; and "Three New Books on Children's Literature: A Review Essay" by Frederic E. Rusch. Two poems by Saul Rosenthal, a brief commentary on guiding students' focus when they study literature, and a letter to the editor about the author Jesse Stuart conclude the journal. (JM)

ED 108 187

CS 001 979

Cronnell, Bruce

An Analysis of Letter Combinations vs. Grapheme Units as Elements in Communication Skills Instruction.

Southwest Regional Laboratory for Educational Research and Development, Los Alamitos, Calif.

Spons. Agency—Office of Education (DHEW), Washington, D.C.

Report No.—SWRL-TN-2-71-13

Pub Date 71

Note—9p.

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—\*Communication Skills, Elementary Education, Language Skills, Phoneme Grapheme Correspondence, \*Reading Instruction, Reading Skills, \*Spelling Instruction, \*Word Study Skills

Identifiers—\*Critical Analysis

Three reputed advantages of using a letter-combination (LC) approach, as opposed to a grapheme-unit (GU) approach for initial word-attack and spelling instruction are critically analyzed. While LC reduces the number of elements per word, it also reduces the number of words that can be generated. LC eliminates distortion in the final vowel-consonant elements; but it allows distortion in the initial consonant, which may be a more serious problem. Although LC places vowel letters in a pronunciation-determining environment, environmental constraints are much more complex and may cover at least the whole word. The analysis suggests that the LC approach is probably not maximally appropriate for either reading or spelling instruction and that individual grapheme units and sounds can be best analyzed and synthesized within whole words. (Author/RB)

ED 108 188

CS 001 981

Illiteracy in the United States. A Transcript of "Options on Education," September 25, 1974.

George Washington Univ., Washington, D.C. Inst. for Educational Leadership.

Pub Date Sep 74

Note—19p.

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—Beginning Reading, Decoding (Reading), \*Federal Programs, \*Illiteracy, Phonics, \*Reading, Reading Comprehension, Reading Materials, Reading Programs, \*Reading Skills, Sight Vocabulary

Identifiers—Right to Read

The topic of illiteracy in the United States is discussed by five people in this transcript of "Options on Education." These five, each of whom approaches illiteracy in a different way, are George Weber, Associate Director of the Council for Basic Education; Mike Smith, Director for Essential Skills of the National Institute of Education; J. Glenn Beall, United States Senator and cosponsor of a new National Reading Improvement Program; Ruth Love Holloway, Director of Right to Read; and Jeanne Chall, professor in the Harvard Graduate School of Education and author of "Learning to Read: The Great Debate." Topics discussed include basic and functional illiteracy, when and how (whole word and phonics approaches) reading is taught, automatic decoding, motivation for reading, the Right to Read



project, the money spent by federal reading programs, the use by schools of textbooks and other reading materials, and ways in which parents can determine whether children are having reading difficulties. (JM)

ED 108 189 CS 001 983

Santa, Carol M.

Visual Discrimination: Implications for Reading Readiness and Word Recognition.

Pub Date May 75

Note—14p.; Paper presented at the Annual Meeting of the International Reading Association (20th, New York City, May 13-16, 1975)

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—Grade 2, Kindergarten Children, Primary Education, \*Reading Readiness, Reading Research, \*Spelling, Visual Acuity, \*Visual Discrimination, Visual Perception, \*Word Recognition

Two experiments were conducted with children to determine the units of word perception used in recognizing isolated words. In the first experiment, kindergarten children practiced visually discriminating whole words (big, pig, dig), single letters (b, p, d), or geometric forms (triangle, circle, square) before learning to read three words (big, dig, pig). The children having whole word discrimination read the words more accurately than those under other conditions. The purpose of the second experiment was to determine if spelling patterns also operate in recognizing isolated words. The experiment involved a same-different reaction-time design in which second graders decided if a word semantically matched a picture. The words were typed with spaces that either preserved possible spelling patterns (bl ast) or were inconsistent with proposed units (b last). Reaction time to the "bl ast" condition was approximately 300 milliseconds faster than to the "b last" stimuli. No differences in reaction time occurred between the control (blast) and "bl ast" conditions. Both experiments showed that units larger than single letters seem to be used by children in word recognition. (Author)

ED 108 190 CS 001 985

Weinstein, Marcia

Sounds and Stories: A Vowel-Centered Approach to Reading Proficiency. Teacher's Manual.

Pub Date 1 Apr 75

Note—128p.

Available from—Book-Lab, Incorporated, 1449 Thirty-Seventh Street, Brooklyn, New York 11218 (\$1.00 Teacher's Manual; \$2.85 Set of 24 units; \$3.85 Manual and Set)

Document Not Available from EDRS

Descriptors—Elementary Secondary Education, Phonetics, \*Phonics, Reading Improvement, \*Reading Skills, Remedial Programs, Remedial Reading, \*Remedial Reading Programs, \*Vowels

Very often, the greatest source of difficulty for the disabled reader is the inconsistency of the vowel sounds in the English language. This program, intended primarily for remedial use with any reader above the first grade, is designed to attack this problem by providing intense, highly structured practice in the regular vowel sounds while building basic elementary reading skills. Each of the twenty-four units in the program is devoted to one vowel sound and contains a story or article with a high concentration of words using that sound. This document consists of a teacher's manual and the twenty-four units, with each unit containing an introduction to the vowel sound, a story or article, activities, exercises, and word lists. The program may be used with a whole class, in a small group, or in a one-to-one situation. (JM)

ED 108 191 CS 001 987

Manzo, Anthony V. Sherk, John K., Jr.

Linguistic Interferences to Reading Comprehension: Emphasis Syntax.

Pub Date May 75

Note—14p.; Paper presented at the Annual Meeting of the International Reading Association (20th, New York City, May, 1975)

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—Elementary Education, Language Arts, \*Linguistics, \*Reading Comprehension, \*Reading Instruction, Reading Skills, Sentence Structure, \*Syntax, Teaching Methods, \*Teaching Models, Written Language

Identifiers—CLEP, \*Complete Linguistic Elements Paradigm

Syntax, or, loosely, sentence structure, is a major linguistic variable influencing the comprehensibility of every written sentence. This paper attempts to set forth the relationship between elements of syntax and reading comprehension as the classroom teacher might see them, and to propose a strategy, the Complete Linguistic Elements Paradigm (CLEP), which the teacher might use to enable students to reach their potential to comprehend. The CLEP design is a single-element-at-a-time instructional technique and can be employed with individual students or small groups. It is meant to complement a full reading/language arts program. (Author/RB)

ED 108 192 CS 001 989

Ellis, Patricia Ann

Remedial Reading Instruction: Teachers Aided by Student Tutors vs. Unaided Teachers.

Southwest Regional Laboratory for Educational Research and Development, Los Alamitos, Calif.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date May 69

Note—10p.

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—\*Basic Reading, Beginning Reading, \*Communication Skills, Kindergarten, \*Programmed Tutoring, Reading Programs, Remedial Reading, \*Remedial Reading Programs

The purpose of this study was to determine whether the unaided teacher is able to teach kindergarten children in remedial reading as well as the teacher who is aided by trained fifth- and sixth-grade tutors. Involved in the study were eight schools using the Southwest Regional Laboratory (SWRL) First Year Communications Skills Program, which is designed to teach basic reading skills to kindergarten children. In four of these schools, teachers were told only to use the remedial practice exercises when indicated, while in the other four schools, a systematic method of remediation was administered by teachers and trained student tutors. When all tutoring was completed, a retest of the criterion exercise was given to a random sample of four kindergarten students in each classroom. Results showed that the greatest gains were made by the teacher-plus-tutor children, with 51 percent reading the 80 percent level on the retest, while in the teacher-only group, 20 percent of the children reached the 80 percent level on the retest. (JM)

ED 108 193 CS 001 992

Crafts, Gretchen Gibson, Andrew D.

College Reading Specialists: Are They Being Short-Changed by Graduate Schools.

Pub Date Mar 75

Note—6p.; Paper presented at the Annual Conference of the Western College Reading Association (8th, Anaheim, California, March 20-22, 1975)

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—\*College Teachers, Higher Education, \*Preservice Education, \*Reading Instruction, \*School Surveys, Teacher Education Curriculum

This paper argues that graduate schools should offer specific courses for future college reading specialists, as their problems and responsibilities differ from those of reading specialists in primary and secondary schools. As college reading is in need of more theoretical underpinnings, its practitioners need not only the facility for explaining a technique but also the understanding in some detail of how that technique is a complement to something basic in man's chemical or psychological nature. Furthermore, college reading instruction, to ensure its own future, has to develop a corpus of specialized training courses which recognize that college reading teachers are often not working in a classroom situation. The results of a recent survey of graduate programs in reading and of college reading specialists show that schools of education generally see no difference between teaching reading at various educational levels, whereas college reading specialists do see a difference. (TS)

ED 108 194 CS 001 993

Adult Basic Education Program.

Columbus Public Schools, Ohio.

Pub Date 74

Note—5p.; See CS001934 for "Effective Reading Programs: Summaries of 222 Selected Programs"

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—\*Adult Basic Education, \*Effective Teaching, Inner City, \*Program Descriptions, Reading Difficulty, Reading Improvement, \*Reading Instruction, \*Reading Programs, \*Reading Skills, Remedial Reading

Identifiers—\*Effective Reading Programs, Right to Read

This program, included in "Effective Reading Programs..." serves 1900 adults of all ages and several ethnic groups and nationalities. The students come from a large inner-city area and have educational levels below high school. The program was begun in 1965. An adult who wishes to enter the program first has an interview with one of the reading counselors, who attempts to identify the person's reason for coming to the program and to translate it into a specific educational goal. Counselors continue to give educational and vocational guidance throughout a student's participation in the program. After the initial counseling, the student meets with the instructor, who starts a folder in which all of the student's work is recorded. The student can then begin to work independently whenever he or she comes to the center, and the instructor can give help when needed. Those who read at a fourth-grade level or lower, work in small groups or individually with more teacher supervision. Instruction takes place in a "learning lab" setting, and a range of materials is available, from reading pacers for the more advanced students to language masters and primer-level books for beginning readers. (RB/AIR)

ED 108 195 CS 001 995

Borman, Eva C.

How Do You Turn Them On After They've Been Turned Off?

Pub Date 75

Note—8p.; Paper presented at the Farwest Regional Conference of the International Reading Association (3rd, Reno, February 6-8, 1975)

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—Elementary Education, \*Instructional Materials, \*Reading Difficulty, Reading Improvement, \*Reading Instruction, Reading Interests, Reading Skills, \*Remedial Reading, Student Motivation, \*Teaching Methods

One of the most difficult problems facing teachers of remedial reading is getting students interested in the act of reading. Causes of students' negative attitudes toward reading include the following: flexible grouping which turns out to be inflexible; teachers' selecting the books students have to read; and the requiring of book reports on everything read. Remedial students need counseling, and they need to establish personal relationships as much as they need remedial or corrective reading. Once the teacher learns to express a positive attitude toward the student as an individual, the student's self-concept begins to be reshaped in a positive way. At this point teachers may start to select materials and methods that are consistent with the needs of the students. (RB)

ED 108 196 CS 001 996

McDonald, Cheryl Hylton, John A.

Tryout and Evaluation of Prototype LMS (Learning Mastery System) Training System Under Exclusive Use Agreement.

Southwest Regional Laboratory for Educational Research and Development, Los Alamitos, Calif.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Report No—SWRL-TN-5-71-64

Pub Date Aug 71

Note—36p.; See related documents CS001997-002002

EDRS Price MF-\$0.76 HC-\$1.95 PLUS POSTAGE

Descriptors—Educational Objectives, Evaluation Methods, Grade 1, \*Instructional Materials, Learning Activities, Primary Education, \*Reading Instruction, \*Reading Programs, Reading Skills, \*Teaching Methods, Teaching Models

Identifiers—\*Learning Mastery Systems

In 1970-1971 Learning Mastery System (LMS) materials were made available to schools within the state of California under an Exclusive Use Agreement. The LMS is a set of materials and

procedures prepared by the Southwest Regional Laboratory (SWRL) as an objectives-based framework to assist in managing the learning activities of existing reading programs and materials. Thirty-six districts, including a total of 988 classrooms, were involved. To meet the user training requirement, a prototype training system was developed. This document summarizes the evaluation of the prototype LMS training system for Harper & Row grade-one and MacMillan Bank Street grade-one reading programs, including the evaluation procedures and instrumentation used, as well as a summary of the findings. (Author/RB)

**ED 108 197** CS 001 997  
Hylton, John A.

**The Feasibility of a Combined Training System Compatible with LMS (Learning Mastery System) for Harper & Row 1, 2, and Bank Street 1.**

Southwest Regional Laboratory for Educational Research and Development, Los Alamitos, Calif.

Spons Agency—Office of Education (DHEW), Washington, D.C.  
Report No.—SWRL-TN-57-66  
Pub Date Aug 71

Note—8p.; See related documents CS001996, CS001998-002002

**EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE**

**Descriptors**—Content Analysis, Educational Objectives, \*Instructional Materials, Learning Activities, Primary Education, \*Reading Instruction, \*Reading Programs, Reading Skills, \*Teaching Methods, Teaching Models  
**Identifiers**—\*Learning Mastery Systems

Considerations pertinent to the development of a combined training system for users of the Learning Mastery Systems (LMSs) for the Harper & Row grade-one and grade-two and Bank Street grade-one reading programs are presented in this document. An LMS is a set of materials and procedures prepared by the Southwest Regional Laboratory (SWRL) as an objectives-based framework to assist in managing the learning activities of existing reading programs and materials. The document contains (1) an analysis of LMS characteristics and materials across the three LMS versions, (2) a discussion of the advantages and disadvantages of developing a combined training system, and (3) a recommended plan of attack. (Author/RB)

**ED 108 198** CS 001 998  
Okada, Masahito And Others

**The Development of the Harper & Row Grade Three Learning Mastery System.**

Southwest Regional Laboratory for Educational Research and Development, Los Alamitos, Calif.

Spons Agency—Office of Education (DHEW), Washington, D.C.  
Report No.—SWRL-TN-37-14  
Pub Date Aug 71

Note—27p.; See related documents CS001996-997, 001999-002002

**EDRS Price MF-\$0.76 HC-\$1.95 PLUS POSTAGE**

**Descriptors**—Educational Objectives, Grade 3, \*Instructional Materials, Learning Activities, Primary Education, \*Reading Instruction, \*Reading Programs, Reading Skills, \*Teaching Methods, Teaching Models  
**Identifiers**—\*Learning Mastery Systems

The rationale, procedures, and specifications employed in the development of the Harper & Row grade-three reading program Learning Mastery System (LMS) are described in this document. The LMS is a set of materials and procedures prepared by the Southwest Regional Laboratory (SWRL) as an objectives-based framework to assist in managing the learning activities of existing reading programs and materials. It is concluded that the Harper & Row grade-three reading program LMS parallels the first- and second-grade reading program LMSs. The information and data for the development of the LMS are presented in both narrative and tabular forms. (Author/RB)

**ED 108 199** CS 001 999  
Okada, Masahito And Others

**The Development and Tryout of a Learning Mastery System for Harper and Row Grade-Two.**

Southwest Regional Laboratory for Educational Research and Development, Los Alamitos, Calif.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Report No.—SWRL-TM-37-02  
Pub Date Aug 71

Note—35p.; See related documents CS001996-998, 002000-002002

**EDRS Price MF-\$0.76 HC-\$1.95 PLUS POSTAGE**

**Descriptors**—Educational Objectives, Grade 2, \*Instructional Materials, Learning Activities, Primary Education, \*Reading Instruction, \*Reading Programs, Reading Skills, \*Teaching Methods, Teaching Models  
**Identifiers**—\*Learning Mastery Systems

The procedures employed in the development of the various components of the Harper & Row grade two reading program Learning Mastery System (LMS) are outlined in this document. The Spring 1971 tryout of the LMS is also described. The LMS is a set of materials and procedures prepared by the Southwest Regional Laboratory (SWRL) as an objectives-based framework to assist in managing the learning activities of existing reading programs and materials. (Author/RB)

**ED 108 200** CS 002 000  
Maeder, Jacqueline And Others

**Revisions of the Learning Mastery Systems for the Harper and Row Grades One and Two and the Macmillan Bank Street Grade One Reading Series.**

Southwest Regional Laboratory for Educational Research and Development, Los Alamitos, Calif.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Report No.—SWRL-TN-37-12  
Pub Date Aug 71

Note—7p.; See related documents CS001996-001999, 002001-002

**EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE**

**Descriptors**—Educational Objectives, Grade 1, Grade 2, \*Instructional Materials, Learning Activities, Primary Education, \*Reading Instruction, \*Reading Programs, Reading Skills, \*Teaching Methods, Teaching Models  
**Identifiers**—\*Learning Mastery Systems

The revisions on the Learning Mastery Systems (LMSs) for the Harper & Row grade-one and grade-two and the Macmillan Bank Street grade-one reading programs are outlined in this document. A rationale for the revisions is presented. An LMS is a set of materials and procedures prepared by the Southwest Regional Laboratory (SWRL) as an objectives-based framework to assist in managing the learning activities of existing reading programs and materials. (Author/RB)

**ED 108 201** CS 002 001  
McDonald, Cheryl Hylton, John A.

**Modification of LMS (Learning Mastery System) Grade 1 Training System for Use with LMS for Harper & Row Grade 2.**

Southwest Regional Laboratory for Educational Research and Development, Los Alamitos, Calif.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Report No.—SWRL-TN-57-65  
Pub Date Aug 71

Note—19p.; See related documents CS001996-002000, 002002

**EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE**

**Descriptors**—Educational Objectives, Grade 1, Grade 2, \*Instructional Materials, Learning Activities, Primary Education, \*Reading Instruction, \*Reading Programs, Reading Skills, \*Teaching Methods, Teaching Models  
**Identifiers**—\*Learning Mastery Systems

A description of revisions made to the Learning Mastery System (LMS) grade-one training system in order to accommodate user training for the Harper & Row grade-two reading program is presented in this document. A summary of the procedures, instrumentation, and results of the evaluation of the training system is also included. The LMS is a set of materials and procedures prepared by the Southwest Regional Laboratory (SWRL) as an objectives-based framework to assist in managing the learning activities of existing reading programs and materials. (Author/RB)

**ED 108 202** CS 002 002  
Okada, Masahito And Others

**Specifications for the Ginn Reading 360 Learning Mastery System (Levels 1-10).**

Southwest Regional Laboratory for Educational Research and Development, Los Alamitos, Calif.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Report No.—SWRL-TN-37-26  
Pub Date Jul 72

Note—125p.; See related documents CS001996-002001

**EDRS Price MF-\$0.76 HC-\$5.70 PLUS POSTAGE**

**Descriptors**—Educational Objectives, Elementary Secondary Education, \*Instructional Materials, Learning Activities, \*Reading Instruction, \*Reading Programs, \*Reading Research, Reading Skills, \*Teaching Methods, Teaching Models  
**Identifiers**—\*Learning Mastery Systems

This document describes the rationale and specifications for the Ginn Reading 360 Learning Mastery System (LMS) (levels 1 through 10). The LMS is a set of materials and procedures prepared by the Southwest Regional Laboratory (SWRL) as an objectives-based framework to assist in managing the learning activities of existing instructional materials. The development strategy employed in the preparation of the LMS is discussed, and detailed specifications for each component of the system are presented. LMS incorporates a number of materials and activities which are designed to aid in the acquisition of reading skills, and it builds upon the existing specification of objectives provided in Ginn Reading 360. The proposed system reflects an attempt to tailor LMS to the strengths and needs of reading 360. The specifications and data for the LMS are presented in both narrative and table form. (Author/RB)

**ED 108 203** CS 002 009  
Phoenix Union High School District Reading and Title I Supplementary Program.

Phoenix Union High School District, Ariz.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date 74

Note—36p.; See CS001934 for "Effective Reading Programs: Summaries of 222 Selected Programs"; Not available in hard copy due to marginal legibility of original document

**EDRS Price MF-\$0.76 PLUS POSTAGE. HC Not Available from EDRS.**

**Descriptors**—Disadvantaged Youth, \*Effective Teaching, Inner City, Program Descriptions, Reading Improvement, \*Reading Instruction, \*Reading Programs, \*Reading Skills, \*Remedial Reading, Secondary Education  
**Identifiers**—\*Effective Reading Programs, Elementary Secondary Education Act Title I, ESEA Title I, Right to Read

This program, included in "Effective Reading Programs..." serves 391 disadvantaged ninth- and tenth-grade students (about 20 percent are black) at eleven large city high schools in Phoenix. The program was begun in 1971 for students entering the ninth grade. By high school graduation, all students (excluding mentally handicapped and learning disability students) are required to pass twelve skill areas on a locally developed reading test. The skill areas covered in the program and required for graduation include using the context to find the meaning of unknown words, picking out main ideas, seeing relationships, recognizing cause and effect, following written directions, using the table of contents and index, and working with charts, graphs, and tables. In the reading centers, students use a wide variety of audiovisual materials and district-developed instructional materials. Some students participate in computer-assisted instruction. Reading teachers work with subject-matter teachers to ensure that students receive vocabulary-building exercises and productive reading assignments in their classes. (RB/AIR)

**ED 108 204** CS 002 015  
Britton, Earl William

**A Comparison of Two Methods of Teaching Beginning Reading.**

Pub Date 74

Note—188p.; Ed.D. Dissertation, Montana State University

Available from—University Microfilms, P.O. Box 1764, Ann Arbor, Michigan 48106 (Order No. 75-5319, MF\$5.00, Xerography \$11.00)

#### Document Not Available from EDRS

Descriptors—\*Beginning Reading, \*Doctoral Theses, \*Educational Research, Grade 1, \*Methods Research, \*Phoneme Grapheme Correspondence, Primary Education, Reading Instruction, \*Reading Processes, \*Reading Research, Teaching Methods

The purpose of this study was to determine whether a meaning-emphasis or a code-emphasis method of teaching beginning reading to first-grade children was most efficacious. The following procedures were employed: establishment of a workable definition of the reading process, development of an experimental design in which the control of natural processes is attempted and observed, review of literature and related research dealing with the two methods of teaching beginning reading, and analysis and interpretation of tests administered to the children in the program. Based on the results of these procedures, some of the major conclusions reached were as follows: (1) the mechanics of the reading process are merely a means to an end in the communication process that occurs between an author and a reader; (2) the abilities that a child brings to beginning reading are determined by a combination of social, genetic, and environmental factors; and (3) the code-emphasis method of teaching beginning reading produced, in this study, statistical evidence of greater achievement than did the meaning-emphasis method. Based on the findings of this study, several recommendations are made. (Author/TS)

ED 108 205 CS 202 085

Haley, Beverly

Ronald Reagan's Rigorous Drills and the Swinging '60s English Electives.

Pub Date Apr 75

Note—12p.; Paper presented at the Annual Meeting of the Secondary School English Conference of the National Council of Teachers of English (3rd, Kansas City, Missouri, April 18-20, 1975)

EDRS Price MF-\$0.76 HC-\$1.58 PLUS

#### POSTAGE

Descriptors—\*Creative Expression, Creative Reading, \*Creative Teaching, \*Creative Thinking, Creative Writing, Elective Subjects, English Curriculum, \*English Programs, \*Teaching Methods, Teaching Techniques

In part a rebuttal to an editorial written by Ronald Reagan which appeared in the "Denver Post" stating that English teachers should go "back to the basics," this paper argues that rules without reason, drills without meanings, and writing and reading without imagination are mechanical exercises without expression of self. What English teachers must encourage in their students is creativity. The creative process involves having a problem or need, considering what alternatives are available, deciding on a course of action and following it, and getting feedback in order to evaluate the result. The following six general guidelines are listed: students must be made comfortable in the classroom surroundings; students cannot fear the teacher, fellow students, or self; teachers should help students feel a reason to read, write, listen, and speak effectively and imaginatively; students should understand clearly what is expected in the class; teachers should provide a variety of learning experiences; and students deserve an audience besides the teacher for their efforts with opportunities for feedback. Included are a list of ingredients vital to the creative process, some guidelines for a creative classroom atmosphere, and a list of creative activities. (TS)

ED 108 206 CS 202 086

Gunaratne, Shelton A.

The Taming of the Press in Sri Lanka. Journalism Monographs Number 39.

Association for Education in Journalism.

Pub Date May 75

Note—49p.

EDRS Price MF-\$0.76 HC-\$1.95 PLUS

#### POSTAGE

Descriptors—\*Censorship, \*Freedom of Speech, \*Journalism, \*Newspapers, News Reporting, Press Opinion

Identifiers—\*Sri Lanka

This issue of "Journalism Monographs" deals specifically with the state of newspaper journal-

ism in Sri Lanka, formerly the Dominion of Ceylon. The country's literacy rate is about 81 percent. The first section of this article is a general discussion of newspaper journalism in Sri Lanka, examining historical background and such press characteristics as concentration, ownership and control, circulation and readership, and advertising. The second section discusses press and politics, focusing on the government-press conflict, the press commission, press claims, government retaliation, the Press Council Law, The Lake House Law, and the future of the press. The final section is a postscript which reports on developments through the end of 1974. Recent events seem to indicate that the prospect of a vigorous investigative press in Sri Lanka appears to be relatively dim. (TS)

ED 108 207 CS 202 090

Silverman, N. Paul

CATS (Center for Alternative Teaching Strategies)—Developing the Humane Society.

Pub Date Apr 75

Note—12p.; Paper presented at the Annual Meeting of the Secondary School English Conference of the National Council of Teachers of English (3rd, Kansas City, Missouri, April 18-20, 1975)

EDRS Price MF-\$0.76 HC-\$1.58 PLUS

#### POSTAGE

Descriptors—Educational Programs, Elementary Education, English Curriculum, Humanistic Education, \*Inservice Programs, \*Inservice Teacher Education, \*Interdisciplinary Approach, Language Arts, Program Content, \*Program Descriptions, Social Studies

Identifiers—Elementary Secondary Education Act Title III, ESEA Title III

Project CATS (Center for Alternative Teaching Strategies), a series of workshops which focused on process as a product in itself and the importance of affective education, is described in this paper. The target population was originally 70 fourth- through seventh-grade teachers of the Oak Park, Michigan, school district, that is, all language arts and social studies teachers at those levels. The year's program was structured into eight sections, each section having a particular theme which was presented four times to four different groups of teachers. Three full-day sessions and five half-day sessions were held during the year. Government monies paid for the released time for teacher attendance. Attendance at the first workshop was mandatory; all subsequent attendance was voluntary. The basic philosophy of CATS was to offer alternative strategies and action techniques that had been proven effective on a cross discipline and cross grade level. Each workshop is described and the accomplishments of the project are listed. (TS)

ED 108 208 CS 202 091

Schultz, Dorothy Grant

Futuristic Humanistic Science Fiction.

Pub Date Apr 75

Note—6p.; Paper presented at the Annual Secondary School English Conference of the National Council of Teachers of English (3rd, Kansas City, Missouri, April 18-20, 1975)

EDRS Price MF-\$0.76 HC-\$1.58 PLUS

#### POSTAGE

Descriptors—\*Course Content, Futures (of Society), Humanistic Education, \*Language Arts, \*Science Fiction, Secondary Education

Since science fiction imaginatively explores the future, technology, and the human role in problem solving, it lends itself to the development of a process-oriented curriculum. Students may participate in planning, executing, and evaluating a study of science fiction, while they may learn through process goals to deal intelligently with change—a factor with which science fiction deals. Various current resources are available which can be of help to teachers who are planning science fiction courses. (JM)

ED 108 209 CS 202 092

Fraser, John

Violence in the Arts.

Pub Date Apr 74

Note—186p.

Available from—Cambridge University Press, 32 East 57th Street, New York, New York 10022 (\$5.95 cloth)

Document Not Available from EDRS

Descriptors—\*Art, Art Expression, Communication (Thought Transfer), Emotional Response, \*Films, \*Violence

Violence in contemporary arts, and particularly film, is investigated from several points of view in this book. Violence is considered in relation to the history and political developments of the twentieth century, as well as to psychological and emotional appeal and response to violence. The discussion is divided into the following chapters: "Ambivalences," "Revolt," "Victims," "Violators," "Thought," and "Responsibilities." (LL)

ED 108 210 CS 202 094

Smith, Marion K.

What Can a Technical Writing Course Offer the Non-Technical Student?

Pub Date Mar 75

Note—15p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (26th, St. Louis, March 13-15, 1975)

EDRS Price MF-\$0.76 HC-\$1.58 PLUS

#### POSTAGE

Descriptors—Composition Skills (Literary), \*English Instruction, Expository Writing, Higher Education, Rhetoric, \*Technical Writing

A college-level course in technical writing can provide a unique opportunity for the nontechnical student to become acquainted with many facets of the technical world. Such knowledge is especially important to the liberal arts major because the number, scope, and impact of technological developments increase daily. Such a course would be based on the rhetorical principles which (1) describe things and actions; (2) logically classify, divide, and define reality and the terms used to present it; and (3) reliably evaluate and interpret relevant facts and opinions. The course should also train students in skills common to discursive and creative prose and poetry. Students in such a course should have the advantages of being able to apply rhetorical principles to concrete reality and to comprehend technical writing of various kinds. (JM)

ED 108 211 CS 202 095

Shafer, Robert E.

National Assessment: Backgrounds and Projections—1975.

Pub Date Mar 75

Note—18p.; Paper presented at the Annual Meeting of the Conference on English Education (13th, Colorado Springs, March 20-22, 1975)

EDRS Price MF-\$0.76 HC-\$1.58 PLUS

#### POSTAGE

Descriptors—\*Educational Accountability, \*Educational Assessment, Educational Needs, \*Educational Objectives, \*English Instruction, Testing

Identifiers—\*National Assessment of Educational Progress

A review of literature dealing with educational accountability and a discussion of the history of the movement, this paper suggests that the National Assessment of Educational Progress was partly a result of the public's growing concern about the quality of education and the increase in local, state, and federal taxes needed to support education. The National Assessment gave rise to the development of statewide testing programs. Currently, there are bills under consideration in most state legislatures for "systems approaches" to accountability; as a result, teachers throughout the country are being asked by their state departments of education, by regional accrediting associations, and by school districts to develop a performance-based curriculum in English. It is suggested that a problem exists in this type of curriculum in that it is geared not to meet the needs of the individual student, or even of groups of students, but rather to obtain consistency in state and nationwide educational achievement as evidenced by testing. It is further suggested that English teachers are becoming more aware of the significance of testing and measurement in the English curriculum, and that through this awareness, a new potential of the National Assessment may be realized. (LL)

ED 108 212 CS 202 097

Butler, Patricia A.

End of Year Test Results for the 1970-1971 First-Grade Spelling Tryout.

Southwest Regional Laboratory for Educational Research and Development, Los Alamitos, Calif.

Spons. Agency—Office of Education (DHEW), Washington, D.C.

Report No.—SWRL-TN-3-71-07

Pub Date Aug 71

Note—18p.



**EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE**

Descriptors—Educational Programs, Educational Research, \*Grade 1, Primary Education, \*Spelling, \*Spelling Instruction

This report provides a summary of weekly test data and comprehensive tests covering the last half of the material included in the 1970-1971 tryout of the First-Grade Spelling Program. It also provides a comparison of posttest performance of tryout participants and reference groups. Southwest Regional Laboratory (SWRL) Technical Note 3-71-06 is required reading to place this document in context. (Author)

**ED 108 213 CS 202 098**

Legum, Stanley E.

Sketch of English Adverbs.

Southwest Regional Laboratory for Educational Research and Development, Los Alamitos, Calif.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Report No.—SWRL-TN-2-72-28

Pub Date Jun 72

Note—21p.

**EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE**

Descriptors—\*Adverbs, \*English, \*Language Patterns, Language Research, \*Linguistics, Linguistic Theory, Syntax, Traditional Grammar, \*Transformation Generative Grammar

The class of English words traditionally called adverbs is examined and redefined in this paper. The following three subclasses of adverbs are identified: limiters, which are words that modify noun phrases; intensifiers, which are words that modify adjectives; and "true" adverbs, which modify verb phrases and sentences. Examples of these three subclasses are given. (TS)

**ED 108 214 CS 202 099**

Follett, Joseph F.

On the Domain and Context of a Comprehensive Communication Skills Program.

Southwest Regional Laboratory for Educational Research and Development, Los Alamitos, Calif.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date May 71

Grant—TM-1-71-6

Note—19p.

**EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE**

Descriptors—\*Communication Skills, Course Content, \*Course Descriptions, Course Objectives, \*Educational Programs, Primary Education

A first-approximation response to the question "What scope is apt for a primary school communication skills program?" is provided. It is suggested that this question should be answered within the framework of a response to a second question, "Where is the template for the primary-level educational operation occurring at future time x?" Four tables are presented. Table one lists the instructional unit assumed available to a possible comprehensive communication skills program in 1976-1977. Table two lists possible instructional unit notations for the communication skills blocks of table one. Table three lists the names of skills complexes for a comprehensive communication skills program. The following skills complexes are included: word-sentence orthographic skills, word-sentence meaning skills, multisentence meaning skills, transmission skills, interactive skills, and understanding and evaluating the media. Table four presents an outline of a comprehensive communication skills program by complex, cluster, and skill. (Author/TS)

**ED 108 215 CS 202 100**

Legum, Stanley E.

On the Facts of the Language in Question or a Conversation with W. Labov.

Southwest Regional Laboratory for Educational Research and Development, Los Alamitos, Calif.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Report No.—SWRL-TR-2-70-47

Pub Date Oct 70

Note—5p.

**EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE**

Descriptors—\*Grammar, \*Language, Linguistics, \*Linguistic Theory, \*Theories

Identifiers—\*Labov (William)

A conversation with William Labov in September 1970, is the basis of this paper. Labov, who is working on a new theory of language which essentially makes style the function of grammar, divides linguistic description into the following five interrelated segments: semantic network, oriented semantic network, lexicalization, grammaticalization, and phonologization. Descriptions of these terms and their functions are given. (TS)

**ED 108 216 CS 202 101**

Cronnell, Bruce

Review of the Economy Spelling Series, "Spelling Growth."

Southwest Regional Laboratory for Educational Research and Development, Los Alamitos, Calif.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Report No.—SWRL-TN-2-70-45

Pub Date Sep 70

Note—14p.

**EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE**

Descriptors—Book Reviews, Elementary Education, Primary Education, \*Spelling, \*Spelling Instruction, \*Textbook Content, \*Textbook Evaluation

Identifiers—\*Spelling Growth

The first four books of the Economy spelling series, "Spelling Growth," are reviewed in this paper in terms of content and, to a lesser degree, method. The Economy series is teacher-directed and emphasizes discrimination and identification of sounds. These two skills are clearly useful for spelling, but it is claimed that the series makes considerable and unreasonable demands on both teachers and students. There is considerable review in the Economy series, both within and between books. Review of content of previous books is not indicated as such, but is often presented in conjunction with actual new material. The spelling content of these four books in the Economy series is listed, and it is concluded that the series appears to provide a reasonably good basis for learning the sound-to-spelling correspondences of English, despite inadequacies in the teacher's notes and poor linguistic orientation. ("Spelling Growth" is part of "A Phonetic Approach to Spelling," an eight book series by The Economy Company of Oklahoma City.) (TS)

**ED 108 217 CS 202 102**

Ofsa, William John

An Experiment in Using Research in Composition in the Training of Teachers of English.

Pub Date 74

Note—132p.; Ph.D. Dissertation, University of Illinois at Urbana-Champaign

Available from—University Microfilms, P.O. Box 1764, Ann Arbor, Michigan 48106 (Order No. 75-11,711, MFilm \$5.00, Xerography \$11.00)

Document Not Available from EDRS

Descriptors—\*Composition (Literary), \*Composition Skills (Literary), Descriptive Writing, Doctoral Theses, Educational Research, \*English Education, \*English Instruction, Grade 9, Linguistic Difficulty (Inherent), Sentence Structure, Syntax, \*Teacher Education, Transformation Generative Grammar

This study sought to broaden the scope of teacher training in English by incorporating an experimental design in practice teaching. The control group, 20 ninth graders whose IQ's averaged 95, studied narrative-descriptive writing and transformational grammar, writing the same number of compositions as the two experimental groups. The low experimental, 23 ninth graders whose IQ's averaged 95, studied narrative-descriptive writing and sentence-combining models presented without the abstractions of grammatical terminology. The high experimental, 26 ninth graders whose IQ's averaged 120, studied the same curriculum as the low experimental. All three groups wrote the same number of compositions on the same topics. Precompositions and postcompositions were analyzed for the number of T-units, words per T-unit, and sentence-combining transformations (SCT's) per T-unit, the latter restricted to those SCT's taught. Results showed that the sentence-combining approach is more effective as a means of increasing the syntactic fluency of low IQ students than is the formal study of transformational grammar, and that high IQ students become more mature syntactically regardless of the treatment. (Author/JM)

**ED 108 218 CS 202 103**

Common Sense and Testing in English; Report of the Task Force on Measurement and Evaluation in the Study of English.

National Council of Teachers of English, Urbana, Ill.

Pub Date 75

Note—40p.

Available from—National Council of Teachers of English, 1111 Kenyon Rd., Urbana, Illinois 61801 (Stock No. 07737, \$1.00)

**EDRS Price MF-\$0.76 HC-\$1.95 PLUS POSTAGE**

Descriptors—Elementary Secondary Education, \*English Instruction, Evaluation, Measurement Instruments, Norm Referenced Tests, Standardized Tests, \*Testing, \*Test Reliability, \*Tests, \*Test Validity

This report of the Task Force on Measurement and Evaluation in the Study of English (appointed by the National Council of Teachers of English) analyzes the present state of the art of testing and recommends the use of common sense in selecting and using tests and in interpreting the information derived from testing. The report views standardized tests in current use as inadequate and advises makers of tests to be more explicit in stating the limitations of their tests, to do more to describe the populations on which norms are based, and to be more effective in informing users about proper and improper uses of tests and test data. Among the alternatives which the Task Force suggests as superior to testing are portfolios of student work, interviews, peer evaluation, and observations of classroom performance. (JM)

**ED 108 219 CS 202 104**

Gay, Carol

The Onus of Teaching Children's Literature: The Need for Some Reappraisals.

Pub Date 74

Note—18p.; Paper presented before the Northeastern Ohio College English Group at Ashland College, Ashland, Ohio, Fall, 1974

**EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE**

Descriptors—\*Children's Literature, English Curriculum, English Instruction, \*English Programs, Higher Education, Literary Analysis

For at least three reasons, university English faculties should reassess their attitudes toward children's literature, a field of vital importance in children's education. First, specialists in children's literature are sorely needed in English departments, where courses on the subject properly belong (rather than in colleges of education). Second, it is a new field of scholarly research and analysis, and there is thus a great need for careful assessment of the cultural, artistic, historic, psychological, and philosophical significance of children's literature. Third, with the problems currently facing college and university English departments, self-interest dictates the need for expanding children's literature programs, including active, innovative graduate courses leading to master's and doctor's degrees in the field. (JM)

**ED 108 220 CS 202 105**

White, John O. Brand, Norman

Composition for the Pre-Professional: Focus on Legal Writing.

Pub Date Mar 75

Note—14p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (26th, St. Louis, March 13-15, 1975)

**EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE**

Descriptors—\*Composition (Literary), \*English Instruction, Higher Education, Law Instruction, Professional Education, \*Professional Occupations, Teacher Role, Technical Writing

Writing courses for preprofessional students focus on the fundamentals of grammar, spelling, and syntax for students majoring in one of the professional fields and can provide students with subject matter for writing and an opportunity to examine and practice the stylistic conventions of their particular fields of interest. Both the English department and the instructors must participate actively in preparing such courses, as may be seen by examining the way in which a legal writing course is conceived and prepared. These courses benefit both instructors, who have opportunities to reevaluate methods, and students, who learn skills directly related to career goals. (JM)

## 70 Document Resumes

ED 108 221 CS 202 106

Simsen, Renate Maria

A Survey Analysis of Some Issues Related to the Content and Effectiveness of Black Literature Courses Taught in Colleges and Universities in New York State.

Pub Date 74

Note—233p.; Ph.D. Dissertation, Syracuse University

Available from—University Microfilms, P. O. Box 1764, Ann Arbor, Michigan 48106 (Order No. 75-10,567, Mfilm \$5.00, Xerography \$11.00)

Document Not Available from EDRS

Descriptors—\*Course Content, Course Descriptions, \*Course Evaluation, Doctoral Theses, Educational Research, English Instruction, Higher Education, \*Literature Programs, \*Negro Literature, Negro Teachers, \*School Surveys, Teacher Evaluation

The following four areas relating to black literature courses were explored in this study: course content, methods of instruction, instructor background and effectiveness, and effect of the course on the students. Instructors and students involved in black literature courses offered at institutions of higher education in New York State during 1972-1973 were chosen as the population. Approximately 40 percent of all eligible instructors participated in the study. These instructors received, by mail, during the last two or three weeks of the semester an instructor questionnaire and as many student questionnaires as requested to be filled out and returned to the investigator by mail. It was found that white instructors tended to teach mainly well-known authors and works, whereas black instructors tended to be more experimental and innovative. The methods of instruction in black literature courses were very similar to those used in traditional literature courses. The majority of instructors prepared themselves to teach the black literature course exclusively through independent study. The majority of students indicated that taking a black literature course had been a positive experience. (Author/TS)

ED 108 222 CS 202 107

Miller, Michael Alan

A Comparative Study of Two Approaches to Teaching Freshman Remedial Composition in a Comprehensive Community College.

Pub Date 74

Note—181p.; Ph.D. Dissertation, University of Kansas

Available from—University Microfilms, P. O. Box 1764, Ann Arbor, Michigan 48106 (Order No. 75-6227), Mfilm \$5.00, Xerography \$11.00)

Document Not Available from EDRS

Descriptors—College Freshmen, \*Composition (Literary), Composition Skills (Literary), Doctoral Theses, Educational Research, Higher Education, Reading Skills, \*Remedial Reading, \*Vocabulary Development, \*Vocational Development, Writing Skills

The purpose of this experiment was to determine if community college students enrolled in a freshmen remedial composition and reading course which stressed practical student skills and vocational skills relevant to their immediate needs could improve their reading and writing skills significantly more than comparable students whose remedial course did not include such materials. The subjects were 194 students who enrolled in the eight sections of English composition and reading taught in day school at Longview (Kansas) Community College in the fall semester, 1972. The experimental group consisted of 62 students. The first control group consisted of 46 students, and the second group consisted of 86 students. It was concluded that materials for vocabulary development were helpful in significantly improving scores on a vocabulary test, but this improvement did not carry over to comprehension and total reading scores. Students in the experimental class scored significantly lower than the students in the second control group on the theme grades, which suggests that the experimental course should have included more time for work on the students' writing problems. Apparently, remedial students can improve both vocabulary and composition scores in one semester when those subjects are stressed. (Author/TS)

ED 108 223

McElwee, Gregory William

Systematic Instruction in Proofreading for Spelling and Its Effects on Fourth and Sixth Grade Composition.

Pub Date 74

Note—187p.; Ph.D. Dissertation, The University of Wisconsin-Madison

Available from—University Microfilms, P. O. Box 1764, Ann Arbor, Michigan 48106 (Order No. 75-7594, Mfilm \$5.00, Xerography \$11.00)

Document Not Available from EDRS

Descriptors—\*Composition (Literary), Doctoral Theses, Editing, Educational Research, Elementary Education, \*Spelling, \*Spelling Instruction, \*Vocabulary

Identifiers—\*Proofreading

The purpose of this study was to determine whether a program of systematic instruction in proofreading would increase: (a) the accuracy of spelling, (b) the gross number of words used, and (c) the number of different words used in original compositions by fourth- and sixth-grade children. In addition, performance was examined in relation to family income as a measure of socioeconomic level. The research was conducted in 12 Milwaukee public elementary schools, using a total of 721 students from 12 fourth-grade and 12 sixth-grade classrooms. The principal findings were as follows: fourth-grade students who received instruction in proofreading techniques made significantly fewer spelling errors than those who did not; no significant differences in the number of spelling errors were found among sixth-grade students who received instruction in proofreading techniques and those who did not; no significant differences in the number of running words produced and the number of different words used were found among fourth- and sixth-grade students who received instruction in proofreading and those who did not; and no significant differences were found among fourth- and sixth-grade students that could be attributed to income group membership. (Author/TS)

ED 108 224 CS 202 109

Bellman, Stewart Andrew

The Effects of Teaching Questioning Skills to College Literature Students.

Pub Date 74

Note—258p.; Ed.D. Dissertation, University of South Dakota

Available from—University Microfilms, P. O. Box 1764, Ann Arbor, Michigan 48106 (Order No. 75-5286, Mfilm \$5.00, Xerography \$11.00)

Document Not Available from EDRS

Descriptors—Doctoral Theses, \*Educational Research, \*English Instruction, Experimental Groups, \*Experimental Teaching, Higher Education, \*Literature Programs, \*Questioning Techniques

The purpose of this study was to investigate the effects of classroom instruction about questioning skills on students' question-asking behaviors, as well as to inquire about student reactions to being taught "process" in a "content" course. Two sophomore college literature classes were involved as experimental and control groups in the study. The experimental group participated in instruction in question-asking concerns and skills based on the six categories of Bloom's "Taxonomy of Educational Objectives: Cognitive Domain" during eight class meetings. Although the questions that the groups asked were quite dissimilar prior to the questioning instruction, proportionately equivalent numbers of students in both groups wrote similar kinds of questions following the experimental questioning instruction. Most students tended to compose "analysis" and "comprehension" questions. Orally, the teacher asked most of the questions in both groups, but the experimental group asked 69 percent of their questions at higher cognitive levels, compared to 22 percent for the control group. In response to a questionnaire, no students disapproved of the question instruction. A majority of the students believed that they had learned from the instruction and that it had benefited them in the literature course. (Author/TS)

ED 108 225 CS 202 110

Anderson, Edward

Dimensions of Language and Rhetorical Styles in Black America.

Pub Date 74

Note—171p.; A. D. Dissertation, The University of Michigan

CS 202 108

Available from—University Microfilms, P. O. Box 1764, Ann Arbor, Michigan 48106 (Order No. 75-10,118, Mfilm \$5.00, Xerography \$11.00)

Document Not Available from EDRS

Descriptors—\*Changing Attitudes, Community Colleges, Doctoral Theses, Educational Research, \*Folk Culture, Junior Colleges, Negro Culture, \*Negro Dialects, \*Negro History, \*Negro Literature, Teaching Techniques

Some ways that black literary and rhetorical traditions may be employed for improving instruction in the community college classroom are presented in this paper. As background information, chapter one examines the history of the black American literary, linguistic, and rhetorical heritage with some emphasis placed upon the effect on language of the African heritage and the subsequent enslavement and later isolation in ghettos experienced by black Americans. Chapters two, three, and four are concerned with black American folk literature and black verbal strategies. Chapter five describes some aesthetic and educational implications of the black folk tradition, showing how it can be used in the classroom. Chapter six points out the need for black Americans to use their native dialects as well as other aspects of their folk literary and rhetorical traditions. Chapter seven deals with some methods of improving attitudes about language and of improving the learning process found in the black dialect and in the black folk literacy types. Chapter eight proposes practical classroom strategies to alter negative attitudes about language and dialect. (Author/TS)

ED 108 226 95 CS 202 111

Labeanne, Carol And Others

1971 Tryout of the Second-Grade Composition Skills Exercises.

Southwest Regional Laboratory for Educational Research and Development, Los Alamitos, Calif.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Report No.—SWRL-TN-3-71-20

Pub Date Aug 71

Note—24p.

EDRS Price MF-\$0.76 HC-\$1.58 PLUS

POSTAGE

Descriptors—Composition (Literary), \*Composition Skills (Literary), Elementary Education, Grade 2, \*Sequential Programs, \*Writing Exercises

This report summarizes the procedures and outcomes of the 1971 classroom tryout of the Southwest Regional Laboratory (SWRL) Second-Grade Composition Skills Exercises, a series of sequenced writing lessons for second graders who have completed the SWRL first-grade exercises. The purpose of the tryout was to identify appropriate writing outcomes for the second-grade level and to evaluate the prototype lessons and procedures developed to obtain these outcomes. Students in four classrooms in a large, Southern California school district participated in the tryout, while four comparable second-grade classes served as control groups for comparison purposes. Results of the tryout indicate that the exercises were only moderately successful in promoting selected writing skills. Tables of findings, examples of the exercises, and teacher reactions are included. (JM)

ED 108 227 CS 202 112

Supple, Ginny And Others

Development of Beginning Handwriting Instruction: Level One.

Southwest Regional Laboratory for Educational Research and Development, Los Alamitos, Calif.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Report No.—SWRL-TN-3-72-30

Pub Date Sep 72

Note—52p.; Some pages have marginal reproducibility

EDRS Price MF-\$0.76 HC-\$3.32 PLUS

POSTAGE

Descriptors—Educational Programs, Educational Research, Handwriting, \*Handwriting Development, \*Handwriting Instruction, \*Handwriting Materials, \*Handwriting Skills, Kindergarten Children, Primary Education, Teaching Guides

The 1971-1972 developmental tryout of level one of the Southwest Regional Laboratory (SWRL) Composition Skills Program is described in this report, and results obtained in a wide range of school locations are detailed. Level one

is designed to promote beginning manuscript printing skills and is normally administered in kindergarten. A variety of materials were utilized, and five types of lessons were provided within each of the following five six-week units: letter formation, letter formation practice, written and oral exercises, word formation exercises, and criterion checks. In addition to these lesson types, a set of flashcards was provided which included 26 cards with capital and lower-case letters on the front of each card and 9 flashcards containing the digits one through nine. The handwriting program was tried out in a total of four kindergarten classes in four districts divided by socioeconomic level and predominant ethnic composition. The level-one materials and procedures were found to be highly effective in promoting letter formation and in generating positive pupil attitudes toward handwriting facilities. Specific revisions as a result of the tryout are detailed, and the revised teacher's guide is included. (TS)

**ED 108 228** 95 CS 202 113

Russell, Paula

**Morphology and English Spelling.**

Southwest Regional Laboratory for Educational Research and Development, Los Alamitos, Calif.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Report No.—SWRL-TN-2-72-54

Pub Date Nov 72

Note—25p.

**EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE**

Descriptors—\*Morphemes, \*Morphology (Languages), Phoneme Grapheme Correspondence, \*Spelling

Identifiers—Spelling Program

Although approximately one-half of the English lexicon can be spelled according to phoneme-grapheme correspondences, many words in the remaining half of the lexicon can also be spelled systematically on the basis of their morphemic properties rather than on the bases of their pronunciations. This paper discusses the bases for assuming that English orthography is organized morphologically as well as phonologically and examines a number of spelling problems which can be solved on the basis of morphemic information. A list of references is included. (Author/JM)

**ED 108 229** 95 CS 202 114

Pfaff, Carol W.

**Linguistic Factors in the Realization of the Copula: Suggestions for Investigation in Black English.**

Southwest Regional Laboratory for Educational Research and Development, Los Alamitos, Calif.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Report No.—SWRL-TN-2-72-09

Pub Date Feb 72

Note—24p.

**EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE**

Descriptors—\*American English, Dialects, \*Linguistic Patterns, \*Negro Dialects, \*Nonstandard Dialects, Phonology, Semantics, \*Standard Spoken Usage, Syntax

Identifiers—Black English, \*Copula

Four realizations of the copula occur in English, two in both Anglo and Black English and two in Black English and in some varieties of Anglo English but not in standard English. This paper describes the use of the copula in English and identifies the phonological, syntactic, and semantic factors which are believed to condition its realization in Anglo and Black English. (Author/JM)

**ED 108 230** 95 CS 202 115

Pfaff, Carol W.

**Tense and Aspect in English.**

Southwest Regional Laboratory for Educational Research and Development, Los Alamitos, Calif.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Report No.—SWRL-TN-2-72-27

Pub Date Jun 72

Note—43p.

**EDRS Price MF-\$0.76 HC-\$1.95 PLUS POSTAGE**

Descriptors—\*American English, \*Dialects, Negro Dialects, Nonstandard Dialects, \*Seman-

tics, Sentence Structure, Standard Spoken Usage, \*Syntax, \*Transformation Generative Grammar, Verbs

Identifiers—\*Black English

During the past fifteen years, a variety of linguistic analyses of the tense and aspect systems of dialects of English has been conducted. These analyses were bounded by several analytic dimensions. This paper treats three of these dimensions and discusses their interrelationships and implications in relation to two dialects—Black English and standard English. All of the analyses discussed are cast in the framework of generative, transformational grammar. The semantic approach to the analysis of standard English tense and aspect reveals that the underlying structure of both Black English and standard English is substantially the same. A list of references is included. (Author/JM)

**ED 108 231** CS 202 116

Bishop, J. Dean, Ed. And Others

**A Symposium in Rhetoric (Texas Women's University, Denton, Texas, April 26, 1974).**

Federation of North Texas Area Universities.

Pub Date 75

Note—63p.

**EDRS Price MF-\$0.76 HC-\$3.32 PLUS POSTAGE**

Descriptors—\*Composition (Literary), Conference Reports, Creative Writing, Higher Education, Linguistics, \*Literary Styles, \*Rhetoric

The papers in this book were presented at a Symposium in Rhetoric at the Texas Woman's University, in Denton, Texas, on April 26, 1974. "Searching for a Romantic Rhetoric" by Gary Tate argues that authors of textbooks have failed the contemporary student of writing by ignoring the spaciousness of rhetoric. Rhetoric has also served writing students poorly by failing to incorporate rhetorical theory into practice. Finally, there is a growing danger in the way in which rhetoricians have rediscovered the idea of appealing to one's audience. "The Value of Rhetoric to the Creative Artist" by Winston Weathers argues that rhetoric as a prelude to creative writing and as an attitude and methodology in the teaching of creative writing would be valuable. "Rhetoric and Linguistics" by Turner Kobler compares these two fields. "Rhetoric, Whether Goest Thou?" by Edward P.J. Corbett discusses the future of rhetoric. (TS)

**ED 108 232** CS 202 118

**Sources of Information about Magazines.**

Magazine Publishers Association, Inc., New York, N.Y.

Pub Date 73

Note—34p.

**EDRS Price MF-\$0.76 PLUS POSTAGE. HC Not Available from EDRS.**

Descriptors—Audiences, \*Information Sources, \*Journalism, \*Media Research, \*Periodicals, \*Publicize, Publishing Industry, Reference Materials

This booklet was prepared by the Magazine Publishers Association as a guide to some of the available sources of information about consumer magazines. Some of the data provided by the services listed in this booklet are based on circulation audits, actual measurements of advertising space, or factual statements of procedure and mechanical details. For other sources, however, the information is based on audience sampling, projective techniques, or subjective analyses. The booklet contains the following eight chapters: "Circulation," "Audience Size, Characteristics and Behavior," "Editorial Product," "Advertising Rates and Mechanical Specifications," "Advertising Volume," "Advertising Effectiveness," "Market Data," and "Miscellaneous." Names and addresses of the organizations providing listed services and facilities are appended. (RB)

**ED 108 233** CS 202 119

Carr, Robin Lee

**A Study of the Attitudes of Sixth Grade Children Toward Literary Characters Represented as Speaking Nonstandard Dialects of American English.**

Pub Date 74

Note—137p.; Ph.D. Dissertation, University of Illinois at Urbana-Champaign  
Available from—University Microfilms, P.O. Box 1764, Ann Arbor, Michigan 48106 (Order No. 75-11,649, Mfilm \$5.00, Xerography \$11.00)

Document Not Available from EDRS

Descriptors—\*American English, \*Characterization (Literature), Discriminatory Attitudes (Social), Elementary Education, Grade 6, \*Nonstandard Dialects, Regional Dialects, \*Student Attitudes

In order to determine the attitudes of sixth-grade children toward literary characters who are represented as speaking regional dialects of American English, 96 students (all Caucasian) were randomly placed into one of eight groups, each of which either heard or read two literary excerpts—one in nonstandard English and one as rewritten in standard English. Two excerpts, one from "A Long Day in November" (southern black dialect) and the other from "The Yearling" (southern white dialect), were alternated as to which was heard in dialect and which in standard English and as to which was heard first and which second. Analysis of data obtained from a multiple choice instrument showed that there were no significant differences in attitudes of students toward characters speaking either dialect; students were more positive about the story rewritten in standard English, regardless of oral or written presentation; students preferred to hear rather than to read "A Long Day in November" but evidenced no preference for presentation method of "The Yearling"; and girls from a lower socioeconomic level were more negative about southern black dialect than were girls from the upper and middle classes. (Author/JM)

**ED 108 234** 95 CS 202 121

Kligman, Donna Cronnell, Bruce

**Black English and Spelling.**

Southwest Regional Laboratory for Educational Research and Development, Los Alamitos, Calif.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Report No.—SWRL-TR-50

Pub Date Mar 74

Note—85p.; Appendixes B, C, D, E, F, were removed because type size was too small for reproduction

**EDRS Price MF-\$0.76 HC-\$4.43 PLUS POSTAGE**

Descriptors—\*American English, \*Negro Dialects, Nonstandard Dialects, \*Pronunciation, Regional Dialects, \*Relationship, Secondary Education, \*Spelling, Standard Spoken Usage

Identifiers—Black English

Three studies of the relationship of Black English (BE) pronunciation to spelling performance are reported in this document. The first study explored a large number of BE pronunciation features. The second included control features that do not have differing pronunciations in BE and standard English (SE). The third examined final consonant clusters only. The studies indicate that differences exist in the degree to which various features of BE pronunciation are associated with BE-related spelling errors. Moreover, feature difficulty in terms of BE-related errors is not what might be expected on the basis of speech data. BE-related errors are more frequently made on grammatical than on nongrammatical features, and SE speakers make many of the same BE-related errors that BE speakers make, but less frequently. Appendixes containing materials and tables related to the three studies are included. (Author/JM)

**ED 108 235** CS 202 122

Ridley, Dennis

**Definitions and Criteria of Creativity: A Literature Review.**

Southwest Regional Laboratory for Educational Research and Development, Los Alamitos, Calif.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date Apr 69

Note—21p.

**EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE**

Descriptors—Cognitive Processes, \*Creativity, \*Creativity Research, Criteria, \*Definitions, English Instruction, Higher Education, Language Research, Learning Characteristics, \*Literature Reviews, Psychology, \*Research Criteria

Recent surveys of creativity research have stressed the wide variety of criteria employed by investigators and have pointed out the theoretical and philosophical differences among investigators. Few surveys, however, have questioned



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whether investigators intended the same, or different, definitions for creativity. Although as many as 26 distinct definitions have been identified, this review of creativity research divides the definitions into two areas—the behavioristic (which identifies creativity with novelty and originality) and the existential (which associates creativity with genius). It is concluded in this review of the literature that the behavioristic-existential dichotomy derived by Stark (1965) is useful when applied to the psychological literature, but it is questionable whether or not Stark's discussion truly reflects all the differences in conceptions of creativity. (RB)

ED 108 236 95 CS 202 123

Pfaff, Carol W. Berdan, Robert

**Development of a Dialect Differentiation Measure for Black English: A Study of Black and Anglo Kindergarten Children.**

Southwest Regional Laboratory for Educational Research and Development, Los Alamitos, Calif.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Report No.—SWRL-TN-2-72-47

Pub Date Oct 72

Note—36p.

EDRS Price MF-\$0.76 HC-\$1.95 PLUS

POSTAGE

Descriptors—Anglo Americans, Kindergarten, \*Negro Dialects, Negro Youth, Nonstandard Dialects, Phonology, \*Standard Spoken Usage, \*Structural Linguistics, Syntax, \*Tests

Identifiers—\*Black English, DDM, Dialect Differentiation Measure

The Dialect Differentiation Measure (DDM) provides an objective, quantifiable means of identifying speakers of Black English. Three production tasks, designed to constrain the range of linguistic constructions with which a child may respond, elicit seven phonological and syntactic features characteristic of Black English. The DDM was tried out in an effort to test its ability to differentiate between the speech of thirty Anglo and black kindergarten children. The instrument ranked black children on a continuum of nonstandard usage and successfully distinguished speakers of nonstandard Black English. Tables of findings are included. (Author/JM)

ED 108 237 CS 202 124

Berdan, Robert

**HaveGot in the Speech of Children.**

Southwest Regional Laboratory for Educational Research and Development, Los Alamitos, Calif.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Report No.—SWRL-TN-2-72-57

Pub Date Dec 72

Note—41p.

EDRS Price MF-\$0.76 HC-\$1.95 PLUS

POSTAGE

Descriptors—\*Child Language, Dialect Studies, \*Educational Research, Elementary Education, English, Ethnic Groups, Grammar, \*Language Usage, \*Nonstandard Dialects, \*Oral Communication, Speech, Verbal Communication

The syntactic and semantic constraints on the occurrence of HAVE-GOT and GOT, each with the meaning "possess," are analyzed with respect to differences among several ethnic dialects: American Anglo and Black English, British English, and Mexican-American and Puerto Rican English. Data from three sets of interviews which elicited these verbs are discussed. These and other published data are used to evaluate possible dialect grammars. (Author)

ED 108 238 CS 202 125

Cronnell, Bruce

**Beginning Spelling: A Review of Six Spelling Series.**

Southwest Regional Laboratory for Educational Research and Development, Los Alamitos, Calif.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Report No.—SWRL-TM-2-71-01

Pub Date Jan 71

Note—74p.

EDRS Price MF-\$0.76 HC-\$3.32 PLUS

POSTAGE

Descriptors—\*Educational Research, Elementary Education, English, English Instruction, \*Instructional Materials, Language Arts, \*Lan-

guage Skills, Linguistics, \*Spelling Instruction, Textbook Content, \*Textbook Evaluation

To better understand how spelling is taught, six commercial spelling series were reviewed in terms of linguistics orientation, conception of spelling, and treatment of spelling for instruction. In addition, the spelling content of each series through fourth grade was described. Comparisons were made among the series in terms of specific aspects considered important to successful spelling instruction. While there is a common content in all series, they differ considerably in their treatment of this content and in the additional material presented, resulting in a range from very good to poor in their apparent effectiveness in providing a basis for learning the sound-to-spelling correspondences of English. (Author)

ED 108 239 CS 202 126

Legum, Stanley E. Krashen, Stephen D.

**Conceptual Framework for the Design of a Composition Program.**

Southwest Regional Laboratory for Educational Research and Development, Los Alamitos, Calif.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Report No.—SWRL-TN-2-72-22

Pub Date May 72

Note—26p.

EDRS Price MF-\$0.76 HC-\$1.95 PLUS

POSTAGE

Descriptors—\*Communication Skills, \*Composition (Literary), \*Composition Skills (Literary), Elementary Education, \*Program Development, \*Writing

A network of systematic concepts related to preparation and criticism is presented. The concepts are grouped into four categories: conceptualization, planning, writing, and editing. (Author)

ED 108 240 CS 202 127

**Black Nonstandard English in the High School. Studies on Developing Competence in Standard English II.**

Connecticut Coll., New London. Dept. of Psychology.

Spons Agency—National Inst. of Child Health and Human Development (NIH), Bethesda, Md.

Pub Date Jun 75

Note—73p.

EDRS Price MF-\$0.76 HC-\$3.32 PLUS

POSTAGE

Descriptors—\*American English, Grammar, \*Negro Dialects, Negro Youth, Nonstandard Dialects, Oral Reading, Secondary Education, \*Skill Development, \*Standard Spoken Usage, Story Telling

Identifiers—\*Black English

The three experiments reported in this document are all concerned with high school students' use of Black English. For the first experiment, the hypothesis was that lessons in grammar would aid speakers of Black English in developing competence in standard English. Results of this experiment were inconclusive. The second experiment showed that elementary school children who speak nonstandard English read texts in standard English as well as they read texts in their own dialect and that their oral reading errors are as often translations from nonstandard into standard as vice versa. The third experiment showed that black children use more Black English forms in retelling exciting stories than in retelling academic material. The audience to whom they told the stories also affected the standardness of their speech, but girls and boys did not differ in this respect. Tables of findings and a list of references are included. (Author/JM)

ED 108 241 CS 202 128

Tomlinson, Barbara

**A Study of the Effectiveness of Individualized Writing Lab Instruction for Students in Remedial Freshman Composition.**

Pub Date Mar 75

Note—14p.; Paper presented at the Annual Meeting of the Western College Reading Association (8th, Anaheim, California, March 20-22, 1975)

EDRS Price MF-\$0.76 HC-\$1.58 PLUS

POSTAGE

Descriptors—College Freshmen, \*Composition (Literary), \*English Instruction, Higher Educa-

tion, \*Individualized Instruction, \*Learning Laboratories, Remedial Instruction, Teaching Techniques, Writing Skills

Identifiers—Writing Laboratories

In order to establish the effects of three different levels of writing lab use on the writing proficiency and attitudes of remedial freshman composition students, three instructional modes were used. Writing lab students spent two hours a week in small group discussions and four hours in the lab, using autotutorial materials. Classroom lecture students attended a large lecture class four hours a week. Lecture-lab students attended the lecture four hours a week and spent two additional hours in the writing lab. Assessment of writing proficiency by means of the Subject A Diagnostic Essay Test included both the larger considerations of composition, such as evidence of critical thinking and organization and development of topic, and the more mechanical aspects of composition writing. The assessment showed no significant difference in student writing proficiency among the groups. However, attitudes of the writing lab group were significantly more favorable toward the Subject A instruction. (Tables of findings and a list of references are included.) (Author/JM)

ED 108 242 CS 202 129

Frankel, Judith Mirsky, Norman

**Changing Stereotype of Jewish Women in the Popular Culture.**

Pub Date 75

Note—10p.; Paper presented at the National Convention of The Popular Culture Association (5th, St. Louis, March 20-22, 1975)

EDRS Price MF-\$0.76 HC-\$1.58 PLUS

POSTAGE

Descriptors—\*Changing Attitudes, Ethnic Stereotypes, \*Jewish Stereotypes, Literary Discrimination, \*Mass Media, \*Sex Stereotypes, \*Womens Studies

Identifiers—\*Popular Culture

The stereotype of the Jewish woman as presented in the media—either a female who controls through guilt and is overly concerned with food, or a woman who is an exotic, seductive individual torn between devotion to family and pursuit of private romantic goals—is discussed in this paper. Books by Norman Mailer, John Updike, Erica Jong and Philip Roth lend support to this stereotype. The sociohistorical background out of which this stereotype grew is examined briefly, and the role of the Jewish male is discussed. It is concluded that, in reality, the Jewish women is at the forefront of women's liberation, and there will come a time when the stereotype of the Jewish woman will no longer exist. (TS)

ED 108 243 CS 202 130

Carmack, William

**The Case for Doublepeak.**

Pub Date Nov 74

Note—8p.; Paper presented at the Annual Meeting of the National Council of Teachers of English (64th, New Orleans, November 28-30, 1974)

EDRS Price MF-\$0.76 HC-\$1.58 PLUS

POSTAGE

Descriptors—Communication (Thought Transfer), \*Conflict Resolution, Language Role, \*Language Usage, Public Speaking

Identifiers—\*Public Doublepeak

This paper attempts to define the terms "vague" and "ambiguous" and then argues that the problem of doublepeak revolves around the deliberate use of ambiguity, not vagueness. Through several situational examples, doublepeak is defended as a sometimes useful tactic in order to stimulate and encourage open inquiry and openmindedness on the part of individual communicators. Imprecision for the purpose of allowing movement of position between polarized opponents or within a single individual is supported. (TS)

ED 108 244 CS 202 131

Margolis, Joel B.

**An Awareness of Language.**

Pub Date 75

Note—148p.

Available from—Winthrop Publishers, Inc., 17 Dunster St., Cambridge, Massachusetts 02138 (\$5.95 paper)

Document Not Available from EDRS

Descriptors—Abstraction Levels, Communication (Thought Transfer), \*Composition (Literary),

Dialects, Expressive Language, Figurative Language. \*Language, Persuasive Discourse, Propaganda, Racism, Sex Discrimination, Stereotypes, Symbolic Language, Unwritten Language

#### Identifiers—Animal Communication

Historical incidents, photographs of sheet music, cartoons, and advertisements are employed to study language in this textbook. The text, suggestions, and quoted material in the book are to be used not only for the study of language but also as sources for writing. It is recommended that journal entries, more fresh and spontaneous than formal essays, be the basis of student writing. Topics explored in the book are the nature of language; signs and symbols of communication; communication among humans and nonhumans; how language works; levels of abstraction and classification; abstract and concrete words; stereotyping; denotation, connotation, and the dictionary; euphemism; dialects; the limits of language; persuasion and propaganda; sexism, racism, and language; and imposed and natural order. (JM)

**ED 108 245** CS 202 132  
Cronnell, Bruce

Review of the Follett Spelling Series, "Spelling Series," "Spelling and Writing Patterns."

Southwest Regional Laboratory for Educational Research and Development, Los Alamitos, Calif.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Report No.—SWRL-TN-2-70-48

Pub Date Oct 70

Note—10p.

**EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE**

Descriptors—\*Content Analysis, \*Educational Research, Elementary Education, English Instruction, Language Arts, Language Instruction, Language Skills, \*Research Methodology, \*Spelling Instruction, \*Writing Skills

Identifiers—"Spelling and Writing Patterns"

The Follett spelling series "Spelling and Writing Patterns" is reviewed in terms of content and method. While descriptive writing plays a considerable role in the series, it is discussed only briefly in this paper. It is concluded that, other than in the first book, spelling instruction does not provide a sufficient basis for learning the sound-to-spelling correspondences of English. (Author/RB)

**ED 108 246** CS 202 133  
Cronnell, Bruce Becher, Susan

Design of Dictionary-Source Instruction for Levels 1-16 of the SWRL Spelling Programs.

Southwest Regional Laboratory for Educational Research and Development, Los Alamitos, Calif.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Report No.—SWRL-TN-2-72-42

Pub Date Sep 72

Note—19p.

**EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE**

Descriptors—\*Educational Programs, Elementary Secondary Education, \*English Instruction, \*Instructional Materials, Language Arts, Language Skills, Spelling, \*Spelling Instruction, \*Study Skills

One outcome area in the Southwest Regional Laboratory (SWRL) Spelling Program is the use of sources (e.g. a dictionary) to determine the correct spelling of words having unpredictable but common sound-to-spelling correspondences. This paper describes the dictionary-source instruction used in commercially available spelling series and the materials used for such instruction. Dictionary skills required to attain the SWRL Spelling Program outcome are derived from this description. The sequence of these skills in levels 1-16 of the SWRL Spelling Program is presented. (Author)

**ED 108 247** CS 202 134  
A Curriculum Guide for Language Arts, Grades 7-12 (Interim Edition).

Saint Charles Parish Schools, Luling, La.

Pub Date 74

Note—97p.

**EDRS Price MF-\$0.76 HC-\$4.43 PLUS POSTAGE**

Descriptors—Composition Skills (Literary), Content Analysis, Creative Writing, \*Curriculum Guides, Drama, \*English Instruction, Fiction, Grammar, Junior High Schools, \*Language Arts, Mass Media, Nonfiction, Novels, Poetry, Secondary Education, Speech Skills

This document is a partial outline of some of the major concepts in the field of language arts and is meant to be used as a frame of reference in formulating performance objectives for language arts instruction in grades seven through twelve. Contents are divided into the following main categories: speaking skills; critical analysis; grammar; fundamentals of writing; basic composition; creative writing; and classification, interpretation, and analysis (the short story, the novel, poetry, drama, and nonfiction). (JM)

**ED 108 248** CS 202 135

O'Donnell, Roy C.

Semantic Roles, Relations, and Constructs: Theory and Applications. Studies in Language Education, Report No. 18.

Georgia Univ., Athens. Dept. of Language Education.

Pub Date Jul 75

Note—24p.

**EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE**

Descriptors—Grammar, \*Language Instruction, Language Research, \*Linguistic Theory, \*Models, \*Semantics, Sentence Structure, Structural Grammar, Syntax, \*Transformation Generative Grammar

This study reflects the author's efforts to synthesize ideas drawn from various linguistic theorists, especially Schlesinger, Chomsky, and Fillmore. The first section gives the theoretical background for the study. The second section discusses roles, relations, and constructs. The final section discusses the applications of the study to teaching and research. In this study, a distinction is made between those semantic constructs encoding events and those encoding states. In the model presented, the basal component of the grammar generates constructs which consist of a modality index and a proposition. The proposition consists of related basal constituents and their respective semantic roles. The operative component assigns grammatical functions to basals, categorizes them as nouns, verbs, etc., supplies syntactic features and functions, and determines the sequential order of elements in overt sentences. The expressive component contains phonological elements and rules. (Author/TS)

**ED 108 249** CS 202 136  
Communication: A Language Arts Guide for Teachers K-7.

Virginia State Dept. of Education, Richmond. Div. of Elementary Education.

Pub Date Aug 71

Note—62p.

**EDRS Price MF-\$0.76 HC-\$3.32 PLUS POSTAGE**

Descriptors—Child Language, Childrens Literature, Class Activities, \*Communication (Thought Transfer), \*Communication Skills, Elementary Education, Instructional Materials, \*Language Arts, Motivation, \*Skill Development, \*Teaching Guides

The purposes of this guide are to further the concept of language arts as the communication of ideas, to view goals in terms of specific aspects of child growth in language, to suggest ways of working with children in the achievement of goals, to provide guidelines for developing local curriculum materials, to aid in the selection and use of instructional materials, and to serve as a resource for faculty groups and individual teachers. The contents consist of (1) statements of points of view on the elementary school, motivation for learning, language, literature, learning materials, standards, evaluation guidelines, and change; (2) outlines of objectives for young children and those in elementary grades; and (3) extensive suggestions for teachers relating to language skill development, language experiences, communication skills, literature for children, and various ways of helping children develop language arts skills. (JM)

**ED 108 250** CS 202 137

Lynn, Jerry R., Ed. Bowers, Thomas A., Ed.

The Introductory Advertising Course: Organization, Content, Textbooks and Testing;

Proceedings of the Association for Education in Journalism-Junior College Journalism Association Advertising Workshop (Fl. Collins, Colorado, August, 1973).

Pub Date Aug 73

Note—54p.

**EDRS Price MF-\$0.76 HC-\$3.32 PLUS POSTAGE**

Descriptors—\*Conference Reports, Course Content, \*Course Organization, Evaluation Methods, Higher Education, Instructional Materials, \*Journalism, Junior Colleges, \*Publicize, Teacher Workshops, Teaching Methods

This report describes the proceedings of the Association for Education in Journalism-Junior College Journalism Association Advertising Workshop, held at Fort Collins, Colorado, with the general objective of organizing an introductory advertising course. The specific objectives of the workshop were to determine the content, textbooks, and types of testing in an introductory advertising course and to organize the course to fit the specific needs of junior colleges, which are increasingly including beginning journalism and advertising courses in their curricula. The contents of the report include the keynote address, a rationale for the introductory advertising course, suggestions for teaching methods, a discussion of the needs of junior college students, guidelines for determining course goals and strategies, and suggestions for evaluating student performance. (RB)

**ED 108 251** CS 202 138

Edelman, Murray

The Creation of Political Beliefs through Categorization.

Wisconsin Univ., Madison. Inst. for Research on Poverty.

Spons Agency—Office of Economic Opportunity, Washington, D.C.

Pub Date Feb 75

Note—35p.

**EDRS Price MF-\$0.76 HC-\$1.95 PLUS POSTAGE**

Descriptors—\*Communication (Thought Transfer), Language Research, \*Language Usage, Organizational Communication, Persuasive Discourse, \*Political Attitudes, \*Political Influences, \*Propaganda, Public Opinion, Stereotypes

The governmental process entails a great deal of talk and writing. Much political language is informal, and some is official. In either case, its linguistic categorizations shape perceptions and feelings about problematic and controversial public issues, reflecting and playing upon the ambivalence and changing perspectives of all who are involved. Categorization can engender cognitions that are dogmatic or tentative; perceptions of inhuman enemies or of adversaries that can best be handled through the seeking out of dissonant information; sensations that are perceived as factual propositions; beliefs that are unconsciously taken for granted; and facts that are reconstructed into different facts. Such evocations follow consistent rules of cognitive structuring, only some of which can be specified. They engender similar patterns of perception and similar tactics in recurring political situations. (Author/LL)

**ED 108 252** CS 202 139

Hennings, Dorothy Grant

Nonverbal Language Study.

Pub Date Apr 75

Note—11p; Paper presented at the Annual Meeting of the National Conference on the Language Arts in the Elementary School (7th, Boston, April 11-13, 1975)

**EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE**

Descriptors—Body Language, Class Activities, Communication Skills, Creative Expression, Elementary Education, \*Interpretive Skills, \*Language Arts, \*Nonverbal Communication, Persuasive Discourse, Political Influences, Politics, Television Commercials

Too often, language arts programs neglect nonverbal expression and interpretation, forgetting that they play a vital role in face-to-face communication and interaction. However, it is important that children learn to understand nonverbal messages, especially nonverbal devices manipulated by ad people and political personages. A variety of activities for involving grade-school

children both in the fun of creative, nonverbal expression and in the interpretation of nonverbal messages range from simple kindergarten projects with pictures to a sophisticated sixth-grade study of impression management as used on television commercials and political telecasts. (JM)

**ED 108 253** CS 202 140

Doughty, Anne Doughty, Peter

**Language and Community. Explorations in Language Study.**

Pub Date 74

Note—109p.

Available from—Edward Arnold (Publishers) Ltd., 41 Maddox Street, London W.1, England (1.60 pounds paper)

**Document Not Available from EDRS**

Descriptors—\*Child Development, \*Child Language, Children, Community Influence, \*Cultural Factors, Family (Sociological Unit), Language, \*Language Role, \*School Community Relationship, Social Factors, Social Influences

The distinctive attributes of human beings, their culture, environment, and the language by which they give meaning to that environment are explored in this book. It also considers the relationship of the school to the community and to language, as well as how human beings accommodate to change, specifically that encountered by children in the new and unfamiliar language climate of school. This discussion is divided into five chapters, covering the following topics: language; community; language, the individual, and his view of the world; language in community and school; and family, community, and the idea of language climate. A section titled "Notes on Further Reading" concludes the book. (JM)

**ED 108 254** CS 202 141

Bloom, Lynn Z.

**Words Old and New, Used and Abused: Language Study in Advanced Composition.**

Pub Date Mar 75

Note—8p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (26th, St. Louis, March 13-15, 1975)

**EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE**

Descriptors—\*Composition (Literary), \*English Instruction, Higher Education, \*Language Instruction, Language Skills, \*Language Usage, Persuasive Discourse, Propaganda, \*Writing Exercises, Writing Skills

To speak, write, and react to language with awareness is to live at least somewhat more fully than to be oblivious to the manifold nuances and potentialities of language. With this idea in mind, the rationales, strategies, and implications of three language-related assignments for advanced composition are presented. The first assignment asks student writers to identify and interpret ten examples of political language (in the Orwellian sense), paying careful attention to stale imagery, pretentious diction, imprecise meanings, and wordiness. The second assignment asks students to select eight major symbols and to identify their implications. The third assignment, in which students report on an incident or present a character sketch, focuses on language as a combination of interpretive and manipulative devices. The purpose of these writing assignments is to raise consciousness and increase awareness. (RB)

**ED 108 255** CS 202 143

Clifford, Thomas

**Teaching Gifted Children Literature in Grades Four through Six.**

California State Dept. of Education, Sacramento. Div. of Special Education.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date 72

Note—41p.

**EDRS Price MF-\$0.76 HC-\$1.95 PLUS POSTAGE**

Descriptors—Elementary Education, \*English Instruction, \*Gifted, Instructional Materials, Intermediate Grades, Language Arts, \*Literature, \*Literature Appreciation, Superior Students, Talented Students, \*Teaching Methods

Identifiers—Elementary Secondary Education Act Title V, ESEA Title V

Designed for use by teachers of mentally gifted children, this book is one of a group of curriculum materials prepared by the California State Department of Education for a project on the

mentally gifted. The contents of this book on literature are divided into four chapters, each of which deals with some aspect of literature instruction in relation to the various characteristics of gifted children. These chapters focus on the purpose and principles of literature instruction, elements in the study of literature, elements of fictional narrative and poetry, and the development of skills and potential. An appendix lists authors and titles of 56 recommended books and titles of four recordings. A list of selected references is also included. (JM)

**ED 108 256** CS 202 144

Kranyik, Margery A.

**Teaching to Listen and Listening to Teach.**

Pub Date 75

Note—5p.; Paper presented at the Annual Meeting of the National Conference on the Language Arts in the Elementary School (7th, Boston, April 11-13, 1975); Not available in hard copy due to marginal legibility of original document

**EDRS Price MF-\$0.76 PLUS POSTAGE. HC Not Available from EDRS.**

Descriptors—Aural Learning, Elementary Education, Individualized Instruction, \*Language Arts, Language Skills, Listening, \*Listening Comprehension, \*Listening Skills, Teaching Techniques

The art of listening is no longer neglected, as may be seen by the materials (recreational and educational), articles, and book chapters which have come forth in the last five years. However, in order to improve communication among people, listening should be taught and teachers should integrate listening skill development into classroom activities. Care and time should be taken in preparing listening instruction, with special attention given to students' individual needs and interests. Numerous teaching strategies and materials may be utilized, both in individual instruction and in child-to-child communication. (JM)

**ED 108 257** CS 202 145

Berdan, Robert

**An Annotated Bibliography of Structured Elicitation Techniques.**

Southwest Regional Laboratory for Educational Research and Development, Los Alamitos, Calif.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Report No—SWRL-TN-2-72-13

Pub Date 72

Note—43p.

**EDRS Price MF-\$0.76 HC-\$1.95 PLUS POSTAGE**

Descriptors—American English, Dialects, Dialect Studies, Language Research, \*Language Usage, \*Linguistics, \*Research Methodology, Sociolinguistics

Identifiers—\*Structured Elicitation Techniques

The 74 studies cited in this selected, annotated bibliography represent major areas of research which may be useful to linguists. Structures Elicitation Techniques (SET) is a term used in contrast to naturalistic observational technique, and the methods referred to in the annotations as SETs are diverse but have in common the elicitation of language behavior. The emphasis reflected in the annotations is on the possibility of exploiting these methods for the research of the dialect characteristics activity. Two appendices provide information on the method employed in each study and the ages and ethnicity of the participants. (JM)

**ED 108 258** CS 202 146

Smith, Warren D.

**Shakespeare's Playhouse Practice. A Handbook.**

Pub Date 75

Note—107p.

Available from—University Press of New England, Box 979, Hanover, New Hampshire 03755 (\$5.50 cloth)

**Document Not Available from EDRS**

Descriptors—\*Drama, Literature Appreciation, \*Playwriting, \*Production Techniques, Seventeenth Century Literature, Sixteenth Century Literature, Stages, \*Theater Arts, Theaters

Identifiers—\*Shakespeare (William)

The specific nature of the playhouse conventions which Shakespeare adopted in adjusting his craft to the physical aspects of the theater is explored in this handbook. The book is intended to

be used as a supplementary manual in the study of Shakespeare's plays as great literary drama. Topics discussed are entrance announcements, stage business both in the dialogue and in the margins of the basic texts, an intermediate stage level for fast ascents and descents, artful brevity in the monologues, the apostrophe, the third type of aside, stage settings in the dialogue, time signals, and exit cues. An index concludes the book. (JM)

**ED 108 259** CS 202 148

Knudson, Richard L., Ed.

**Emphasis: Use and Misuse of Standardized Testing.**

New York State English Council.

Pub Date 75

Note—114p.; Some pages have small type which may result in poor reproducibility

Available from—Alan Nelson, Executive Secretary, Union College, Humanities Center, Schenectady, New York 12308 (\$2.00)

Journal Cit—The English Record; v26 n2 Entire Issue Spring 1975

**EDRS Price MF-\$0.76 HC-\$5.70 PLUS POSTAGE**

Descriptors—Elementary Secondary Education, English Curriculum, \*English Instruction, \*Evaluation Methods, Language Arts, \*Language Development, \*Measurement Instruments, Objective Tests, Reading Instruction, \*Standardized Tests

Because of the active interest of English teachers in standardized tests and the increased use of such tests to measure student performance, the emphasis section of this issue of "The English Record" contains articles addressing this subject from several perspectives. A report of a survey on standardized testing in New York State sets the scene, demonstrating that English teachers feel a need for test information, and pointing up the necessity for educating the general public in the proper use of test scores. The articles that follow define terms used in testing and discuss the issues. Questions are raised about some of the tests in wide use throughout the state of New York, and several articles offer alternatives to traditional ways of evaluating reading and writing. The emphasis section concludes with a recent sources bibliography on measuring growth in English. The general articles contained in this issue discuss the heterogeneous grouping of high school students, the various uses of the cloze technique in the teaching of English as a second language, Robert Frost's "The Road Not Taken," the development of a competency-based English curriculum in kindergarten through grade twelve, and the advantages of using improvisation in the English class. (RB)

**ED 108 260** CS 202 149

Maimon, Elaine P.

**Some Applications of Linguistic Concepts to the Teaching of Freshman Composition.**

Pub Date Mar 75

Note—12p.; Paper presented at the Annual Conference on College Composition and Communication (26th, St. Louis, March, 1975)

**EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE**

Descriptors—College Freshmen, Composition (Literary), \*Composition Skills (Literary), Etymology, Higher Education, \*Linguistics, Small Group Instruction, \*Teaching Techniques, Written Language

The problems which freshmen exhibit in using the written language extend beyond difficulties with mechanics to handicaps in using words to formulate and develop concepts. A linguistic approach to teaching freshman composition involves recognizing every linguistic act as creative and a word as having a history as well as a variety of meanings. In preparing assignments and writing essays, students become well acquainted with the Oxford English Dictionary and gain analytical insights from working in small tutorial groups. (JM)

**ED 108 261** CS 202 156

Berdiansky, Betty

**Sequence, Program Words, and Sequence Rationale for the 1971 Revised First-Grade Spelling Program.**

Southwest Regional Laboratory for Educational Research and Development, Los Alamitos, Calif.

Spons Agency—Office of Education (DHEW), Washington, D.C.



Report No.—SWRL-TN-3-71-21

Pub Date Aug 71

Note—63p.

EDRS Price MF-\$0.76 HC-\$3.32 PLUS

## POSTAGE

Descriptors—Educational Objectives, \*Educational Programs, Grade 1, \*Language Skills, Primary Education, \*Spelling, \*Spelling Instruction, Visual Discrimination, \*Word Lists

Pupils participating in the 1971-1972 tryout of the Southwest Regional Laboratory (SWRL) First Grade Spelling Program were taught to combine consonants and consonant clusters with word elements to form program words. This paper presents the sequence of instruction for these elements and the rationale used in deriving this sequence. In addition, it also provides a list of regular words, sign words, and transfer words, as well as lists of contrast items to be emphasized in teaching pupils to discriminate between elements and between vowel correspondences. (Author)

ED 108 262

CS 202 157

Turco, Lewis

Poetry: An Introduction Through Writing.

Pub Date 73

Note—365p.

Available from—Reston Publishing Company, Inc., P.O. Box 547, Reston, Virginia 22090 (\$6.95 paper)

## Document Not Available from EDRS

Descriptors—\*Creative Writing, Higher Education, \*Poetry, \*Student Writing Models, Teaching Methods, Textbooks, Writing Skills

The intention of this book is to introduce college students to the genre of poetry from the writer's point of view by presenting them with the same problems that aspiring poets encounter as they develop into accomplished poets. The book proceeds from some general observations to simple exercises, and then to more complex exercises, with many examples of English and American poetry. Twenty-four chapters cover such topics as defining the poet, prosodies, non-metrical prosodies, spatial and grammatics, word-count and parenthetics, syllabic prosodies, accentual prosodies, sonics, tropes, imagery, schemas, poetic voice, narratives, dramatics, lyrics, didactics, occasionals, confessionals, and satirics. (TS)

ED 108 263

CS 501 048

Falcone, Raymond L.

Behavioral Components of Perceived Supervisor Credibility.

Pub Date Apr 74

Note—20p.; Paper presented at the Annual Meeting of the International Communication Association (April, 1974); Not available in hard copy due to marginal legibility of original document

EDRS Price MF-\$0.76 PLUS POSTAGE. HC Not Available from EDRS.

Descriptors—Administrative Personnel, \*Behavior Patterns, Communication (Thought Transfer), \*Credibility, Human Relations, Interpersonal Relationship, \*Organizational Communication, \*Research, \*Supervisors

A factor analytic study which sought to discover the dimensions of credibility in the context of subordinate and supervisor interaction is reported in this paper. It was hypothesized that perceived supervisor credibility is a function of subordinate part participation in decision making, communication reciprocity, feedback perceptiveness, feedback responsiveness, and feedback permissiveness. The subjects for this study were 145 subordinates in an organizational setting. Confirmation of the hypothesis, however, raised the following question: if subordinates perceived their supervisors as credible sources, what communication behaviors relate significantly to what credibility dimensions? The dimensions of supervisor credibility are then described in relation to the behaviors. Suggestions are also made for future research. (RB)

ED 108 264

CS 501 064

Leckenby, John D. Surlin, Stuart H.

Race and Social Class Differences in Perceived Reality of Socially Relevant Television Programs for Adults in Atlanta and Chicago.

Pub Date Apr 75

Note—26p.; Paper presented at the Annual Meeting of the International Communication Association (Chicago, April, 1975)

EDRS Price MF-\$0.76 HC-\$1.95 PLUS

## POSTAGE

Descriptors—Audiences, Higher Education, Lower Class, Middle Class, \*Racial Differences, Racial Discrimination, \*Role Perception, \*Social Attitudes, \*Television Research, \*Television Viewing

Identifiers—All in the Family, Sanford and Son

The purpose of this study was to determine the amount of social information received by audiences viewing "Sanford and Son" and "All in the Family." It was hypothesized that whites perceive "Sanford and Son" as being more real than blacks do; middle-class viewers rate each program as being more real than lower-class viewers; lower-class viewers perceive the racial viewpoints expressed on the two programs as being more representative of each race than do middle-class audiences; viewers in the Southeast perceive the stereotypes expressed in the two shows as being representative of the respective races; and lower-class viewers approve of the marriage relationship of Archie and Edith more than do middle-class viewers, while middle-class viewers approve of the marriage relationship of Michael and Gloria more than do lower-class viewers. The samples obtained from Atlanta and Chicago were selected on the basis of data from the 1970 United States Census Tract for those cities. The results of this study are presented in narrative and table format. (RB)

ED 108 265

CS 501 065

Wilson, Gary B.

Women in Politics: Images and Voter Support.

Pub Date Apr 75

Note—13p.; Paper presented at the Annual Meeting of the International Communication Assn. (Chicago, April, 1975)

EDRS Price MF-\$0.76 HC-\$1.58 PLUS

## POSTAGE

Descriptors—Elections, \*Females, Feminism, Political Attitudes, \*Political Influences, \*Politics, \*Sex Differences, Sex Discrimination, Social Attitudes, State Surveys, Voter Registration, \*Voting

Identifiers—Connecticut

The purpose of this study was threefold: (1) to investigate the general image of women who are active in politics and compare that image with the general image of men who are politically active, (2) to examine the general area of sex-related voting patterns when a major woman candidate is involved, and (3) to determine whether or not a female candidate influences the major issues in an election. Telephone interview data were collected from 82 voter registrants on the Connecticut races for governor and state representative. Newspaper content analysis was made for three Connecticut races: governor, state senator, and state representative. The results indicated that there were great differences in the perceived honesty and fairness in favor of women as opposed to men in politics. The issues raised in two of the three races studied showed no apparent sex-related influence. Furthermore, no sex-related voting patterns were apparent. The results further suggest that women are viable candidates who can run and win on an equal basis with men and that in the past they have lacked opportunities rather than qualifications. (LL)

ED 108 266

CS 501 076

Hensley, Wayne E.

Tentative Suggestions on the Use of Factor Analysis in Speech Communication.

Pub Date Apr 75

Note—16p.; Paper presented at the Annual Meeting of the International Communication Association (Chicago, April, 1975)

EDRS Price MF-\$0.76 HC-\$1.58 PLUS

## POSTAGE

Descriptors—\*Communication (Thought Transfer), \*Factor Analysis, \*Factor Structure, Higher Education, Item Analysis, \*Research Methodology, Research Tools, Speech, \*Statistical Analysis

The basic considerations that should be examined in performing an exploratory descriptive factor analysis of a communication concept are described in this paper. Factor analysis is a statistical technique designed to identify the fundamental, common elements within a pool of variables. For example, imagine asking students twenty questions all designed to measure communication anxiety. Factor analysis tells which of the twenty statements seem to be measuring the same thing. Following an explanation of the concept of factor analysis, the bulk of this paper describes

the application of factor analysis in speech and communication research. The basic considerations involved in this statistical technique are defining an area of concern or a concept to investigate, constructing a number of items to measure the concept, collecting responses to the items, calculating a correlation matrix of the responses, and factor analyzing the correlation matrix. Examples of a factor analysis are provided. (RB)

ED 108 267

CS 501 077

Nykodym, Nick Boyd, John A.

Explosive Deleted: A Study of Language Usage.

Pub Date 75

Note—16p.; Paper presented at the Annual Meeting of the International Communication Association (Chicago, April, 1975)

EDRS Price MF-\$0.76 HC-\$1.58 PLUS

## POSTAGE

Descriptors—\*Behavior Patterns, College Students, Higher Education, \*Language Usage, \*Oral Communication, Oral Expression, Speech Habits, Verbal Communication

Identifiers—\*Profanity

The research findings of profane language usage need to be extended so that more may be learned about human communication. In order to establish profane language usage norms, eighty-six university students were asked to estimate their profane language usage in each of three categories (excretory, religious, and sexual) in reference to three general social situations (sex relationships, friendships, and public-private situations) and three specific categories (same or opposite sex; alone, close friends, and strangers; and private, semipublic, and public). Results of the tests showed that excretory profanity is used more than religious or sexual, that profanity occurs at a higher frequency when a person is alone, and that less profanity is used in the presence of strangers than in other situations. (Tables of findings and a list of references are included.) (JM)

ED 108 268

CS 501 079

Jowett, Garth S.

The Mass Media and Urban Development: An Historical Overview.

Pub Date Apr 75

Note—21p.; Paper presented at the Annual Meeting of the International Communication Association (Chicago, April, 1975)

EDRS Price MF-\$0.76 HC-\$1.58 PLUS

## POSTAGE

Descriptors—Communications, Cultural Factors, \*Development, Industrialization, \*Mass Media, Social Influences, Urban Culture, \*Urbanization

The mass media in the United States have played a major role in the emergence of a mass society resulting from the interaction of urbanization, industrialization, and modernization and have thus become an integral part of the total social fabric. Society's culture and social structure shape its system of mass communication so that the development, from the 1830s to the present, of urbanization has brought about an allied development in mass communications. First, the need for urban communication forms was met by the urban press. Then, as urban life became increasingly complex, the telegraph, telephone, and motion picture were developed, followed in the twentieth century by radio and television. As essentially products of an urban society, the contents of the mass media are concerned mainly with urban life and reflect urban values. (JM)

ED 108 269

CS 501 080

The Status of the Arts in Michigan.

Michigan State Legislature, Lansing. Joint Legislative Committee on the Arts.

Pub Date [75]

Note—187p.

EDRS Price MF-\$0.76 HC-\$9.51 PLUS

## POSTAGE

Descriptors—\*Art Activities, \*Art Education, \*Community Programs, Elementary Secondary Education, Higher Education, Reports, \*State of the Art Reviews, \*Visual Arts

Identifiers—\*Michigan

The objectives of this book are to report on current activities in the arts, and to recommend further projects to create a greater public awareness of the arts. The reports are not intended for simple legislative digestion, nor necessarily for executive implementation, but rather are intended

to prompt, encourage, and initiate fuller aesthetic experiences for the citizens of Michigan. Discussed are such topics as a rationale for the arts; nonprofit community arts organizations; recommendations for creating new audiences for the arts; public radio and television; the Michigan Council for the Arts; and surveys of the arts programs in elementary, intermediate, and secondary schools, as well as in community colleges, colleges, and universities. Five appendixes discuss various surveys of community arts organizations, the public schools, elementary schools, intermediate schools, and secondary schools. (TS)

**ED 108 270** CS 501 081

Frank, Frederick P.

**The Changing Role Behaviors of Educational Administrators During Role Simulation Training: Perceptions of Verbal and Non-Verbal Interaction.**

Pub Date Mar 75

Note—29p.; Paper presented at the Annual Meeting of the Conference on Culture and Communication (Philadelphia, March, 1975)

**EDRS Price MF-\$0.76 HC-\$1.95 PLUS POSTAGE**

**Descriptors**—Administrative Personnel, Behavior Patterns, Body Language, \*Communication (Thought Transfer), Educational Administration, \*Educational Research, Interpersonal Relationship, Nonverbal Communication, \*Role Perception, \*Simulation, Verbal Communication

**Identifiers**—\*Dyadic Communication, Proxemics  
Included in a current genre of studies on dyadic interaction (i.e., communication involving only two people), the study reported herein focuses on dyadic verbal, nonverbal, and proxemic behaviors and their meanings. The study is inductive in nature and is, by intent, descriptive and analytic rather than predictive. The subjects for the study were eleven educational administrators who participated in a twenty-contact-hours simulation training program from which fifteen role-simulation dyadic episodes were videotaped. It was concluded that a research methodology can be devised using self-observation procedures combined with structured nonparticipant observer techniques, and that videotape simulation and structured interviews help researchers to perceive the meanings of human behaviors, including role shifts and verbal and body language changes during role-simulation episodes. The results of the study are presented in narrative and table format, and the implications of the study are discussed. (RB)

**ED 108 271** CS 501 082

Mannis, Estelle C., Ed. And Others

**Conference in Rhetorical Criticism, Address of the Conference and Commended Papers (Hayward, Calif., 1973-74).**

California State Univ., Hayward. Dept. of Speech and Drama.

Pub Date 74

Note—22p.; Not available in hard copy due to marginal legibility of original document

**EDRS Price MF-\$0.76 PLUS POSTAGE. HC Not Available from EDRS.**

**Descriptors**—\*Analytical Criticism, \*Communication (Thought Transfer), Higher Education, Persuasive Discourse, Philosophy, Platonism, Rhetoric, \*Rhetorical Criticism, \*Theories

**Identifiers**—Isocrates, McLuhan (Marshall)

Papers delivered at the 1973 and 1974 meetings of the Conference in Rhetorical Criticism are contained in this pamphlet. These papers are preceded by a list of student and faculty participants, a list of editor-critics, and a schedule of events for each of those two years. The 1973 address to the conference, entitled "Rhetorical Criticism as Criticism," by Walter R. Fisher, examines the different kinds of rhetorical criticism, discusses three implications of a normative view of criticism, and concludes that "rhetorical criticism is criticism, is criticism, is criticism...." The 1974 conference address by James J. Murphy, "Two Major Rhetorical Heresies: Plato and McLuhan," warns rhetors to be nervous and skeptical about rhetorical criticism and especially the rhetoric of Plato and McLuhan. Two commended papers of the conference are also included. "The Motivations of Racial Guilt in the Symbolic Actions of William Kunstler" by Alan L. Sillars searches for possible reasons why William Kunstler defends minority groups, and "Isocrates' Theory of Rhetoric" by Bob Gaines

examines the relationship between rhetoric and philosophy in the works of Isocrates. (RB)

## EA

**ED 108 272**

Brain, George B.

**Strengthening the University-Public School Partnership.**

Pub Date Feb 75

Note—18p.; Paper presented at the Annual Convention of the American Association of School Administrators (107th, Dallas, Texas, February 21-24, 1975); Best copy available

**EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE**

**Descriptors**—\*Adult Education, Instructional Innovation, \*Interinstitutional Cooperation, Learning Processes, Occupational Choice, Post Secondary Education, \*Public Schools, Secondary Education, \*Universities

The nation faces the prospect of an abundant supply of highly trained educators. Foreseen imbalances in the supply and demand point to the need for more effective planning of the relationship between the lower and higher levels of education to meet occupational needs. Continuing education could help solve the dilemmas of (1) the quest for compatibility between humanistic and technological content, (2) appropriate linkages between lower education and higher education, and (3) a more rational coordination between colleges, universities, and technical institutes. There are several broad teaching strategies that might be employed to bring variable learning environments into higher education. (Author/MLF)

**ED 108 273**

EA 007 065

**Conflict Resolution. The Best of ERIC, Number 10.**

Oregon Univ., Eugene. ERIC Clearinghouse on Educational Management.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date Jun 75

Contract—OEC-0-8-080353-3514

Note—5p.

Available from—ERIC/CEM, University of Oregon, Eugene, Oregon 97403 (Free)

**EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE**

**Descriptors**—\*Annotated Bibliographies, \*Collective Bargaining, \*Conflict Resolution, \*Educational Administration, Elementary Secondary Education, \*School Community Relationship

The 11 documents and articles in this annotated bibliography provide administrators with sources from which to obtain a basic understanding of the current status of conflict resolution theory and practice as it applies to education. Not all the entries are taken directly from the education literature; the references include information from psychology, sociology, political science, and management science. (IRT)

**ED 108 274**

95

EA 007 187

**Handbook for Private School Administrators for Effective Participation in Federal Education Programs Administered by the U.S. Office of Education.**

Council for American Private Education, Washington, D.C.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date Nov 74

Note—52p.

**EDRS Price MF-\$0.76 HC-\$3.32 PLUS POSTAGE**

**Descriptors**—Boards of Education, Elementary Secondary Education, \*Federal Aid, Federal Legislation, \*Federal Programs, \*Nonpublic School Aid, Parochial Schools, Private Schools, \*School Administration, \*School Law, State Departments of Education, State Legislation

**Identifiers**—Elementary Secondary Education Act, ESEA

This handbook is designed for heads of private (nonpublic) elementary and secondary schools. As used here, the term private school means an elementary or secondary school, not under the jurisdiction of a public school board, that complies with race and sex discrimination regulations of the federal government. This includes schools

operated by religious groups, independent schools, and community or "free" schools. Concentrating on programs administered by the U.S. Office of Education (USOE), the handbook is designed to show the numerous, wide-ranging services open for pupils and teachers in private schools, with emphasis on congressional mandates for their participation that were written in the Education Amendments of 1974. It provides a brief survey of the legal and judicial background for providing public funds for services for children enrolled in private schools. It defines the opportunities for and responsibilities of private school administrators and explores the relationships that must be established and maintained between the private school head and the public educational sector if there is to be effective participation in federal education programs. The handbook also indicates programs administered by federal agencies other than USOE and state programs. (Author)

**ED 108 275**

EA 007 188

**Nondiscrimination on Basis of Sex: Education Programs and Activities Receiving or Benefiting from Federal Financial Assistance.**

Department of Health, Education, and Welfare, Washington, D.C. Office of the Secretary.

Pub Date 75

Note—19p.; Text of Capitol Publications, Inc., "Education Daily Special Supplement."

Reproduction of Federal Register: v40 n108 pp24128-24145 Jun 4 1975 Part II

**EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE**

**Descriptors**—Civil Rights, Employment Practices, Federal Aid, \*Federal Government, \*Federal Legislation, \*Federal Programs, Legal Responsibility, \*School Law, \*Sex Discrimination

**Identifiers**—\*Department of Health, Education, and Welfare, Education Amendments of 1972 Title IX

This publication presents and explains Part 86 of the regulations of the Department of Health, Education, and Welfare. Part 86 was added to the regulations in order to effectuate title IX of the Education Amendments of 1972. Title IX is similar to title VI of the Civil Rights Act of 1964, except that title IX applies only to sex discrimination, is limited to education programs and activities, and applies to employment. Besides presenting the complete text of Part 86, this publication also contains a summary of its major subparts, as well as a detailed explanation and analysis of each section and paragraph of the new regulation. A subject index to the various provisions of Part 86 is also included. (JG)

**ED 108 276**

EA 007 189

Burnes, Judith Crooks And Others

**Report of the Program for the Development of the Elementary School Principal as an Educational Leader. Principals Series: Developing the Role of the Elementary School Principal as an Educational Leader. Occasional Paper No. 5.**

Bank Street Coll. of Education, New York, N.Y.

Spons Agency—Chase Manhattan Bank, New York, N.Y.; Learning Cooperative, New York, N.Y.; Richard King Mellon Foundation, Pittsburgh, Pa.

Pub Date May 75

Note—48p.

**EDRS Price MF-\$0.76 HC-\$1.95 PLUS POSTAGE**

**Descriptors**—\*Administrator Role, Administrator Selection, Educational Administration, Elementary Education, Humanization, Inservice Programs, \*Interpersonal Competence, Leadership Styles, \*Leadership Training, Personal Growth, \*Principals, \*School Administration, School Improvement

This report summarizes and draws implications from a two-year pilot program in which 12 elementary school principals received training designed to help them become more effective leaders in their own school settings. The goal of the program was to enable participating principals to define and enact the leadership roles best suited to their particular leadership styles, the needs of their schools, and the concept of the educational leader as a humanistic change agent. In addition, the program was intended to provide data relevant to the selection and training of principals and to study the leadership functions and personal competencies necessary for the creation of an effective elementary school. Individual chapters of the report discuss the program design,

competence and growth of participating principals, change in the participating schools, an analysis of training activities, and various implications and recommendations resulting from the program. (Author/JG)

**ED 108 277** EA 007 190  
Shannon, Thomas A.  
**Administrator's Bill of Rights.**

American Association of School Administrators, Washington, D.C.  
Pub Date 75  
Note—22p.

Available from—American Association of School Administrators, 1801 North Moore Street, Arlington, Virginia 22209 (Stock No. 021-00442, \$1.50, quantity discounts)

**EDRS Price MF-\$0.76 PLUS POSTAGE. HC Not Available from EDRS.**

Descriptors—Administrative Personnel, \*Board Administrator Relationship, Contracts, Elementary Secondary Education, \*Employer Employee Relationship, \*Employment, \*Job Tenure, Legal Responsibility, Personnel Policy, School Administration

This booklet discusses the legal limitations and restrictions governing contracts between school administrators and their employers and offers a ten-item bill of rights designed to ensure a fair measure of job security for administrators. After noting that an administrator has no legal recourse when his employment contract is not renewed, the author examines three possible responses to an attempt to demote or dismiss an administrator who is still under contract. The author argues that the grounds for nonrenewal, dismissal, or demotion of school administrators should be clearly articulated and recommends adoption of his Administrator's Bill of Rights at all levels of the education profession. (JG)

**ED 108 278** EA 007 191  
Doob, Heather S.

**Gifted Students: Identification Techniques and Program Organization.**  
Educational Research Service, Washington, D.C.  
Pub Date Apr 75  
Note—61p.

Available from—Educational Research Service, Inc., 1815 North Fort Myer Drive, Arlington, Virginia 22209 (\$5.00, payment must accompany orders \$10.00 or less)

**Document Not Available from EDRS**

Descriptors—Ability Identification, Bibliographies, Elementary Secondary Education, \*Gifted, \*Program Content, \*Program Descriptions, \*Superior Students, \*Talented Students, Talent Identification

As a result of renewed interest in educational programs for gifted children, the U.S. government is providing funds and developing programs for the nation's 1.5 million gifted and talented students. Local level needs for planning or expanding programs include the proper identification of gifted and talented children and the establishment of effective programs. This publication provides an overview of identification procedures and types of programs found in the literature and in local school systems. The most common program types are listed as early admission, acceleration, enrichment, special classes and special schools, special summer programs, advanced placement, independent study, itinerant teachers, seminars, and community sponsors or tutors. Descriptions of eight methods of identifying gifted and talented students and of ten programs in use in a variety of school districts are outlined. (Author/DW)

**ED 108 279** EA 007 192  
Walberg, Herbert J., Ed.

**Evaluating Educational Performance: A Sourcebook of Methods, Instruments, and Examples.**  
Pub Date 74  
Note—395p.

Available from—McCutchan Publishing Corp., 2526 Grove Street, Berkeley, California 94704 (\$12.00)

**Document Not Available from EDRS**

Descriptors—Academic Achievement, \*Educational Assessment, \*Educational Research, Elementary Secondary Education, \*Evaluation Methods, Instructional Media, Learning Processes, \*Program Evaluation, \*Research Methodology, Statistical Surveys, Teacher Evaluation, Testing

This book is a collection of 20 articles and research reports that deal with practical, technical issues of research methodology applicable to the study and evaluation of today's schools. The evaluation techniques suggested are aimed primarily at educational reform and improvement, rather than revolutionary change. Because all the authors are currently engaged in programmatic research efforts, emphasis of the various articles is on practical rather than theoretical problems. Topics discussed include teacher evaluation, needs assessment, observation and rating instruments for assessing teaching and learning processes, evaluation of instructional media, large-scale statistical studies of educational performance and equality of opportunity, spatial analyses of educational data in a geographic area, and standardized test correlates of heredity, home environment, and schooling. (Author/JG)

**ED 108 280** EA 007 193  
Hogan, Paul

**Playgrounds for Free: The Utilization of Used and Surplus Materials in Playground Construction.**  
Pub Date 74  
Note—252p.

Available from—The MIT Press, 28 Carleton Street, Cambridge, Massachusetts 02142 (\$9.95)

**Document Not Available from EDRS**

Descriptors—Building Conversion, \*Building Materials, Community Cooperation, Community Involvement, \*Construction (Process), \*Equipment Utilization, Found Spaces, Industry, Land Use, Play, \*Playgrounds, Prevention, \*Recycling, Site Development, Vandalism

Identifiers—Adventure Playgrounds  
This book is a guide to setting up playgrounds from junk materials—used tires, cable reels, inner tubes, and railroad ties, among others—that are child-oriented rather than created primarily for the convenience of adult superintendents. Interwoven with many photographs and plans showing how to use the materials is the author's commentary—part reminiscence, and part analysis of his own successes and failures at involving communities in the creation and maintenance of playgrounds that are inexpensive to build, ecologically sound, and stimulating for the children who use them. The importance of community commitment through active involvement in the planning, physical building, and maintenance of the playground is emphasized. This commitment should involve children as well as their parents and those corporations that can be persuaded to contribute used or excess materials or space. The concluding section points out that these playgrounds are not maintenance-free and that the care taken in their upkeep is part of a community's commitment to "do something for itself"—to build a playground rather than buy one. (Author/MLF)

**ED 108 281** EA 007 194  
Hipple, Theodore W., Ed.

**The Future of Education: 1975-2000.**  
Pub Date 74  
Note—228p.

Available from—Goodyear Publishing Company, Inc., 15115 Sunset Boulevard, Pacific Palisades, California 90272 (\$8.95 hard copy, \$5.95 paperback)

**Document Not Available from EDRS**

Descriptors—Curriculum Planning, Demography, Educational Alternatives, \*Educational Change, Elementary Secondary Education, Essays, \*Futures (of Society), Planning, \*Prediction, \*Social Change

This book is a collection of ten essays about the future of education, both as the authors think it will be and as they think it ought to be. Implicit in each essay is a vision of what is right and wrong with education today, as well as a vision of the possibilities and pitfalls of the future. The essays include "What the Future of Education Might Be," by Dwight Allen; "Education: 1975-2000," by Harry S. Broudy; "A Curriculum Manifesto," by Jack R. Frymier; "The Future of Education: Image and Reality," by Robert J. Havighurst; "The Future of Education: Basic Considerations," by Nat Hentoff; "Some (Specific and Not-So-Specific) Notions about the (Distant and Not-So-Distant) Future of Education," by Theodore W. Hipple; "The Breakdown of Schools: A Problem or a Symptom?" by Ivan Illich; "American Education: 1975-2000," by

Max Rafferty; "Schools and the Future," by Charles Weingartner; and "Tomorrow's Assignment," by Fred T. Wilhelms. (Author/JG)

**ED 108 282** 95 EA 007 195  
Klopf, Gordon J.

**The Principal and Staff Development in the Elementary School. Principles Series: Developing the Role of the Elementary School Principal as an Educational Leader. Occasional Paper No. 4.**  
Bank Street Coll. of Education, New York, N.Y.  
Spons Agency—Chase Manhattan Bank, New York, N.Y.; Learning Cooperative, New York, N.Y.; Mary Flagler Cary Trust, New York, N.Y.; Office of Education (DHEW), Washington, D.C.; Richard King Mellon Foundation, Pittsburgh, Pa.

Pub Date 74  
Grant—OEG-0-71-1247; OEG-0-73-1278  
Note—90p.

**EDRS Price MF-\$0.76 HC-\$4.43 PLUS POSTAGE**

Descriptors—\*Administrator Guides, Adult Development, Bibliographies, Developmental Programs, Elementary Education, Group Dynamics, \*Inservice Programs, \*Manpower Development, \*Principals, Program Evaluation, \*Program Planning, School Administration, Staff Improvement

This booklet is intended to provide elementary school principals with some understanding of the concepts of adult learning and development and an awareness of some of the processes and techniques for conducting a staff development program. It is not, however, intended to serve as a complete training program in itself. Among the topics discussed in the various chapters are the following: planning a staff development program, understanding adult development, structures for staff development activities, small group interaction processes and approaches for staff development, experiential activities in staff development programs, and evaluating a staff development program. The appendix contains a fairly extensive bibliography of relevant publications. (Author/JG)

**ED 108 283** EA 007 196  
Hedding, Fred M.

**[Proposed Federal Laws Covering Collective Bargaining for Public Employees.]**  
Pub Date 5 Jun 75

Note—23p.; Paper presented at the Kansas Association of School Boards School Law Seminar (Wichita, Kansas, June 4-5, 1975)

**EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE**

Descriptors—Administrative Personnel, Board Administrator Relationship, \*Collective Bargaining, Collective Negotiation, Elementary Secondary Education, \*Employer Employee Relationship, \*Federal Legislation, \*Federal State Relationship, Government Role, \*Teacher Administrator Relationship, Teacher Employment

Identifiers—HR 77, HR 8677

This paper discusses the implications and probable impact of proposed federal legislation governing collective bargaining for state and local government employees, including teachers and school administrators. The author focuses his attention on HR 8677, which would create a federal commission to regulate public employer-employee relations, and HR 77, which would place all public employees under jurisdiction of the National Labor Relations Act. Passage of either bill is unacceptable, the author feels, because it would allow a federal agency to preempt the authority of elected state and local government officials. For the public schools, such a law would cause even more damage, he argues, by unduly broadening the scope of collective negotiations and by undermining the traditional distinction in employment matters between teachers and administrative personnel. (JG)

**ED 108 284** EA 007 197  
Bansal, Prem Lata

**Patterns of State-Regional Cooperation in Nebraska.**  
Nebraska State Office of Planning and Programming, Lincoln.

Spons Agency—Department of Housing and Urban Development, Washington, D.C.

Pub Date Apr 74

Note—74p.

**EDRS Price MF-\$0.76 HC-\$3.32 PLUS POSTAGE**



Descriptors—\*Administrative Organization, Bibliographies, \*Decentralization, Models, Organizational Change, \*Organizational Effectiveness, Questionnaires, \*Regional Cooperation, \*State Agencies, State Surveys, Tables (Data) Identifiers—\*Nebraska

This study empirically explores patterns of authority delegation by Nebraska state agencies to substate regional organizations and evaluates the effectiveness of those patterns in realizing the goals of decentralization. Information about the field operations and role perceptions of various state agencies was gathered through use of a self-administered questionnaire and through meetings and interviews with top staff members of major state agencies. The study is organized into three chapters. Chapter 1 discusses the changing concepts of federalism and decentralization, and outlines the basic lexicon used in studying decentralization. Chapter 2 discusses the objectives and methodology of the study and reports on the models of authority delegation found in different agencies. Chapter 3 examines the findings, evaluates each decentralization model, and offers some suggestions for the organization of regional activities. (Author/JG)

ED 108 285 80 EA 007 198  
The Regional Interstate Projects in 1974-75: A Structural and Functional Description.

Wisconsin State Dept. of Public Instruction, Madison.

Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.

Report No.—Bull-5263

Pub Date [75]

Note—41p.; Not available in hard copy due to marginal reproducibility of original document; A related document is ED 088 193

EDRS Price MF-\$0.76 PLUS POSTAGE. HC Not Available from EDRS.

Descriptors—Educational Innovation, Federal Aid, \*Federal Programs, Pilot Projects, \*Program Descriptions, \*Regional Cooperation, \*Regional Programs, State Departments of Education

Identifiers—Elementary Secondary Education Act Title V, ESEA Title V

The United States Office of Education has funded under ESEA V, Section 505, a network of regional projects called the Interstate Projects for State Planning and Program Consolidation since January 1968. The participants in the projects include all 50 state education agencies and the departments of education in U.S. possessions and territories. The purposes of the network are: (1) to identify, analyze, and work cooperatively on current and emerging educational problems of common concern to all or most of the participating states and territories; (2) to innovate, pilot, and develop methods that can be used by state education agencies to strengthen their leadership and service capabilities; (3) to plan, develop, and implement staff development programs that will improve state education agency personnel skills in solving identified problems; and (4) to improve and stimulate intercommunication and dissemination of promising solutions to educational problems among participating agencies and the U.S. Office of Education. The purpose of this document is to improve interproject communication by presenting the regional Interstate Projects in a concise form. This publication has been developed through the financial support of the U.S. Office of Education and the cooperative efforts of the eight regional projects. (Author/DW)

ED 108 286 EA 007 199  
South Carolina Middle School Guide.

South Carolina State Dept. of Education, Columbia. Office of General Education.

Pub Date 75

Note—144p.; Photographs may reproduce poorly

EDRS Price MF-\$0.76 HC-\$6.97 PLUS POSTAGE

Descriptors—\*Academic Achievement, Course Content, \*Curriculum, Educational Administration, Educational Objectives, Guidance Counseling, \*Guides, \*Middle Schools, Performance Criteria, Secondary Education, State Departments of Education, \*State Standards, Student Evaluation, Teaching Methods

Developed to assist all South Carolina school personnel responsible for planning, implementing, or supervising a middle school to achieve goals and objectives compatible with State Board of Education policies and standards, this guide is

designed to be adapted to local needs. State standards for minimum programs related to middle schools are included for reference in planning. Emphasizing program guidance, statements of philosophical principles to guide administrators, teachers, and counselors precede a delineation of educational objectives, performance criteria, and course content for the typical middle school curriculum. (Author/DW)

ED 108 287 EA 007 200

Pedersen, K. George

The Organization and Administration of Canadian Education.

Pub Date Mar 75

Note—21p.; Paper presented at the Annual Convention of the Comparative and International Education Society (San Francisco, California, March 26-29, 1975); Best copy available

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—\*Administrative Organization, Educational Administration, Educational Coordination, Educational Equality, \*Educational Finance, \*Educational Policy, Elementary Secondary Education, \*Federal State Relationship, Government Role, Higher Education, Parochial Schools, School Support, \*State School District Relationship

Identifiers—Canada

For various historical and social reasons, Canada's educational system tends to accept and reflect a greater divergence of philosophical backgrounds and ethnic origins than the American system does. In most provinces, the major church-related school systems receive financial support from the province. A second difference is that Canadian provincial authorities have guarded their autonomy jealously, which results in strong provincial departments of education, relatively weak local systems, and minimal federal influence on education. There is no Canadian equivalent of the U.S. Office of Education or the National Institute of Education. As in the United States, educational finance is a policy issue of considerable importance in Canada. With the exception of New Brunswick, all provinces rely on a combination of municipal and provincial fiscal support, though the relationship between these funding sources varies considerably from province to province. However, variability in school support within each province is considerably less than in most states in the United States. (Author/JG)

ED 108 288 EA 007 201

Affirmative Action Plan for School Districts.

Washington Office of the State Superintendent of Public Instruction, Olympia.

Pub Date 74

Note—84p.

EDRS Price MF-\$0.76 HC-\$4.43 PLUS POSTAGE

Descriptors—\*Administrator Guides, Civil Rights Legislation, Elementary Secondary Education, \*Employment Practices, Employment Programs, \*Minority Groups, Personnel Policy, Personnel Selection, Program Development, \*Recruitment, \*School Districts, School Personnel

Identifiers—Affirmative Action, Washington State

This booklet presents a model for use by any size or type of school district in developing an affirmative action plan. The model is intended to give districts a clear idea of what affirmative action requires and what type of program must be implemented for affirmative action to be successful. Separate sections of the booklet discuss numerical review and analysis of the school district work force; goals and timelines for an affirmative action program; inservice training, negotiation, and implementation of an affirmative action program; grievance procedures; record keeping, monitoring, and evaluation; and guidelines for recruiting, hiring, and retaining minority group employees. The appendix includes an extensive list of ethnic organizations and agencies in the state of Washington for use in recruiting minority group employees. (Author/JG)

ED 108 289 EA 007 202

Selected Papers in School Finance: 1974.

Office of Education (DHEW), Washington, D.C.

Pub Date [74]

Note—256p.

EDRS Price MF-\$0.76 HC-\$13.32 PLUS POSTAGE

Descriptors—City Problems, Costs, \*Educational Finance, Elementary Secondary Education, Equalization Aid, Evaluation, Expenditure Per Student, \*Finance Reform, \*Financial Policy, Financial Problems, \*School Taxes, \*State Aid

Current school finance problems are discussed in three papers. The first presents an analysis of the Illinois school finance reform law, providing insights into the operation of the law and an evaluation method for examining finance laws in other states. In the second paper, the relationships between selected features of Michigan school districts that can explain some interdistrict cost differences are explored. An index measures price differences among school districts, and a first attempt is made to go beyond a simple cost-of-living index to adjust for district cost differences associated with location. The third paper explores special urban aid factors in state school aid formulas for selected cities with municipal overburdens. The effects of tax exporting on local taxes, urban school aid factors, and tax burdens of various school finance reforms are analyzed. The final section describes New Mexico, Georgia, and Kentucky school finance reform laws. (Author/DW)

ED 108 290 EA 007 203

Sheehan, Barry A.

Comparative and International Education at the Crossroads? An Optimistic Note.

Pub Date Mar 75

Note—29p.; Paper presented at the Annual Convention of the Comparative and International Education Society (San Francisco, California, March 26-29, 1975)

EDRS Price MF-\$0.76 HC-\$1.95 PLUS POSTAGE

Descriptors—\*Comparative Education, Higher Education, \*International Education, Research, Theories

The field of international and development education has become dependent on theory and requires new and more effective principles and methods to move from the theoretical to the practical. Being concerned with choice and action—its methods leading to defensible decisions—international education contrasts with comparative education, which is more concerned with knowledge leading to warranted conclusions. Emerging from the research is agreement that comparative education can contribute to the understanding of education and its planned development, even if comparative education as a scientific field of inquiry remains an open question. More attention should be given to the academic base of comparative education, focusing on mutually interdependent development of conceptual, theoretical, methodological, and data bases that may be directed toward a range of issues and activities. The future of the Comparative and International Education Society will determine the future of comparative and international education. (Author/DW)

ED 108 291 EA 007 204

White, Anthony G.

Towards a Scientific Study of Information and Communication Theory Relative to Groups and Organizations: A Bibliographic Essay.

Council of Planning Librarians, Monticello, Ill.

Pub Date Sep 74

Note—19p.; Exchange Bibliography No. 638;

Best copy available for reproduction

Available from—Council of Planning Librarians, P.O. Box 229, Monticello, Illinois 61856 (\$1.50)

EDRS Price MF-\$0.76 PLUS POSTAGE. HC Not Available from EDRS.

Descriptors—\*Bibliographies, \*Communications, Communication Skills, \*Information Science, Interaction Process Analysis, Mathematical Applications, \*Organizational Theories, \*Organizations (Groups), Publications, Reference Materials

This publication consists of a brief essay on the scientific analysis of organizational interaction and structures and a bibliography of relevant publications. The author discusses the application of mathematical ordering and analysis to the study of organizations and examines the relationship between organizational structure and interpersonal communication. Bibliographic citations are listed alphabetically by author's name. (JG)

ED 108 292 EA 007 205

Educational Statistics Yearbook. Volume 1: International Tables.

Organisation for Economic Cooperation and Development, Paris (France).  
Pub Date 74

Note—65p.; A related document is EA 007 206; Best copy available for reproduction

Available from—OECD Publications Center, Suite 1207, 1750 Pennsylvania Avenue, N.W., Washington, D.C. 20006 (\$3.75)

**EDRS Price MF-\$0.76 PLUS POSTAGE. HC Not Available from EDRS.**

**Descriptors**—Academic Achievement, \*Comparative Statistics, Educational Finance, Elementary Secondary Education, Enrollment Trends, Higher Education, \*National Surveys, Post Secondary Education, \*School Statistics, Students, \*Tables (Data), Teacher Employment  
**Identifiers**—OECD

This publication presents 41 statistical tables containing data on education in member countries of the Organisation for Economic Co-operation and Development (OECD). This volume presents international comparative data and is intended for use in the comparative study of educational systems, rather than in the study of education in any one country. The tables are organized into six major sections covering the following topics: scope and duration of formal education, data on students, new entrants to higher education, teachers employed in education, expenditures on education, and educational attainment of the population. (JG)

**ED 108 293** EA 007 206  
**Educational Statistics Yearbook. Volume II: Country Tables.**

Organisation for Economic Cooperation and Development, Paris (France).  
Pub Date 75

Note—429p.; A related document is EA 007 205; Best copy available for reproduction

Available from—OECD Publications Center, Suite 1207, 1750 Pennsylvania Avenue, N.W., Washington, D.C. 20006 (\$12.50)

**EDRS Price MF-\$0.76 PLUS POSTAGE. HC Not Available from EDRS.**

**Descriptors**—Academic Achievement, Educational Finance, Elementary Secondary Education, Enrollment Trends, Higher Education, \*National Surveys, Post Secondary Education, \*School Statistics, \*Statistical Data, Students, \*Tables (Data), Teacher Employment  
**Identifiers**—OECD

This publication presents statistical tables containing data on education in member countries of the Organisation for Economic Co-operation and Development (OECD). This volume presents detailed data on each individual OECD country except Iceland and New Zealand. In some cases, data have been revised since volume I appeared. Because the data tables for each country were prepared separately in consultation with responsible authorities in each country, the tables may not be as useful for the comparative study of educational systems as for the study of education in individual member countries. Generally, the data presented in this volume cover the same range of topics as the data in volume I, including scope and duration of formal education, data on students, new entrants to higher education, teachers employed in education, expenditures on education, and educational attainment of the population. (JG)

**ED 108 294** EA 007 207  
**Education in OECD Developing Countries: Trends and Perspectives.**

Organisation for Economic Cooperation and Development, Paris (France).  
Pub Date 74

Note—296p.; Best copy available for reproduction

Available from—OECD Publications Center, Suite 1207, 1750 Pennsylvania Avenue, N.W., Washington, D.C. 20006 (\$8.00)

**EDRS Price MF-\$0.76 PLUS POSTAGE. HC Not Available from EDRS.**

**Descriptors**—\*Developing Nations, Educational Assessment, \*Educational Change, \*Educational Development, Educational Policy, Elementary Secondary Education, Evaluation Criteria, National Surveys, Post Secondary Education, \*School Statistics, Statistical Data, \*Tables (Data)  
**Identifiers**—Greece, OECD, Portugal, Spain, Turkey, Yugoslavia

A major purpose of this publication is to describe and analyze educational development during the 1960s in the developing countries that

are members of the Organisation for Economic Co-operation and Development (Greece, Portugal, Spain, Turkey, and Yugoslavia). On the basis of this analysis, an attempt is made to assess anticipated changes in the educational systems of those countries during the 1970s and to identify priority areas of concern in planning long-term educational development policies. Extensive tables of educational data are presented to serve both as indicators of the present level of educational development and as a statistical framework for periodic reviews of educational progress in the developing OECD countries. Because directly comparable data were not always available for all the countries, the tables may be more useful for the study of educational development in each individual country than for comparative purposes. (JG)

**ED 108 295** EA 007 209  
**Emercy, J.C.**

**Concepts of Management Information Systems.**  
Pennsylvania Univ., Philadelphia. Wharton School of Finance and Commerce.

Spons Agency—Office of Naval Research, Washington, D.C. Information Systems Research.

Report No.—AD-769-233  
Pub Date Oct 73

Note—20p.

Available from—National Technical Information Service, 52258 Port Royal Road, Springfield, Virginia 22161 (Order No. AD-769-233, MF \$2.25, HC \$4.75)

**Document Not Available from EDRS**

**Descriptors**—\*Computers, Decision Making, \*Management Information Systems, \*Man Machine Systems, Models, \*Organization, \*Systems Analysis

The paper attempts to provide a general framework for dealing with management information systems (MIS). An MIS is defined to have the following characteristics: (1) related to ongoing activities of an organization, (2) a man-machine system, (3) composed of a collection of subsystems, and (4) oriented around a large data base. An MIS places a special burden on the processing functions of (1) data collection, (2) data storage, (3) data retrieval, and (4) data display. A well-designed MIS provides valuable aid to decision-makers, particularly at the tactical level but increasingly also at the strategic level. The aid can vary from: (1) no significant aid, (2) unselective information retrieval, (3) selective information retrieval, (4) man-machine decision aids, (5) automatic decision-making, and (6) a completely integrated decision model. The extent to which the MIS is integrated is an exceedingly important issue. Integration has two aspects: integration of data-processing functions and integration of organizational activities. Both forms of integration involve increased coupling among subsystems and greater sharing of common resources. The choice of the degree of integration involves a trade-off between independence and coordination: coordination increases efficiency and reduces penalties of suboptimization, but at the cost of greater complexity and an increased need for information processing. Both forms tend to be favored by advances in information technology. (NTIS)

**ED 108 296** EA 007 212  
**Staff Report to the Governor's Educational Study Committee and Report to the Governor by the Governor's Education Study Committee.**

Governor's Education Study Committee, Baton Rouge, La.  
Pub Date May 75

Note—424p.

**EDRS Price MF-\$0.76 HC-\$20.94 PLUS POSTAGE**

**Descriptors**—Accountability, Class Size, \*Comparative Analysis, Differentiated Staffs, \*Educational Finance, Elementary Secondary Education, Federal Aid, Literature Reviews, Merit Pay, Salary Differentials, State Aid, \*Student Teacher Ratio, Surveys, Tables (Data), \*Teacher Certification, \*Teacher Salaries

The Governor's Education Study Committee in Louisiana has compiled this extensive report covering teacher salaries, financing public education, teacher certification, pupil-teacher ratios, and the professional literature on merit pay, differentiated staffing, and accountability. Using data from a statewide survey of teachers and administrators and comparative data between Louisiana

and other states, final recommendations were adopted: (1) that the legislature enact a new state teacher salary schedule granting increases; (2) that teacher certification be based on professional development and financial inducement; (3) that other school employees be granted salary increases; (4) that payment be made for additional inservice days; (5) that state payment for nondegree teachers be eliminated; (6) that a uniform policy for granting credit for teaching experience be adopted; (7) that additional pay for post-master's degree work be only for planned programs; and, (8) that consideration be given for a statewide insurance plan for teachers. Extensive tables and discussion provide supporting data and details of the recommendations. (DW)

**ED 108 297** EA 007 213  
**Student Discipline, Suspension and Expulsion. A Legal Memorandum.**

National Association of Secondary School Principals, Washington, D.C.  
Pub Date Jun 75

Note—9p.

Available from—National Association of Secondary School Principals, 1904 Association Drive, Reston, Virginia 22091 (\$0.25, quantity discounts)

**EDRS Price MF-\$0.76 PLUS POSTAGE. HC Not Available from EDRS.**

**Descriptors**—Board of Education Policy, \*Boards of Education, \*Discipline Policy, \*Due Process, Elementary Secondary Education, Expulsion, Legal Responsibility, \*School Law, Student Rights, \*Supreme Court Litigation, Suspension  
**Identifiers**—Goss v Lopez, Wood v Strickland

In *Goss v. Lopez* and *Wood v. Strickland*, the U.S. Supreme Court spelled out what due process means as it applies to suspension and expulsion of public school students. In *Goss v. Lopez*, the Court decided that a student who is suspended for up to ten days without a hearing is entitled to due process of law; "students . . . must be given some kind of notice and afforded some kind of hearing . . . . In most cases, the disciplinary may informally discuss the alleged misconduct with the student minutes after it has occurred." The Court also emphasized that "longer suspensions or expulsions . . . may require more formal procedures." In *Wood v. Strickland*, the Court ruled that, although school board members are entitled to a "qualified" privilege against damages for wrongful acts committed while acting in good faith, they are not protected against damages if they knew, or reasonably should have known, that their actions would violate the constitutional rights of a student. However, the Court stressed that a mere mistake in carrying out his duties should not make a board member liable. Furthermore, the Court stated, "It is not the role of the federal courts to set aside decisions of school administrators which the court may view as lacking a basis in wisdom or compassion." (Author/JG)

**ED 108 298** EA 007 214  
**Gray, Peter J.**

**Paradigm Statements of Educational Objectives.**

Pub Date Apr 75

Note—43p.; Paper presented at the Annual Meeting of the American Educational Research Association (60th, Washington, D.C., March 31-April 4, 1975)

**EDRS Price MF-\$0.76 HC-\$1.95 PLUS POSTAGE**

**Descriptors**—Affective Objectives, Cognitive Objectives, \*Conceptual Schemes, \*Definitions, \*Educational Objectives, \*Educational Planning, Management by Objectives, Models, Psychomotor Objectives

Five distinct format categories are used in this study to describe the form of educational objectives: clarity, range, level of abstractness, behavioralness, and observability. These form concepts are used to describe paradigm statements of three kinds of educational objectives: goals, intended learning outcomes, and behavioral evidence. Goals are defined as the attributes a pupil should possess on completion of an educational experience; intended learning outcomes are those learnings a pupil should accomplish as part of an educational experience; and behavioral evidence statements contribute to operational clarity and are used to assess the achievement of goals or intended learning outcomes. These concepts are congruent with a process/product model of educational development, which leaves the decision as to the precise form of an educational

objective to the educational planner in each context. The paradigm statements themselves may be used as a reference for analyzing or constructing a set of educational objectives. (Author/JG)

**ED 108 299** EA 007 215

**Title IX -- Civil Rights. HEW Fact Sheet.**  
Department of Health, Education, and Welfare,  
Washington, D.C.

Pub Date Jun 75

Note--18p.

**EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE**

**Descriptors**--Admission (School), Civil Rights, Educational Legislation, \*Educational Opportunities, Elementary Secondary Education, Equal Opportunities (Jobs), \*Federal Legislation, \*Guidelines, Higher Education, \*Nondiscriminatory Education, School Administration, School Law, \*Sex Discrimination

**Identifiers**--\*Educational Amendment 1972 Title IX, Title IX

Title IX of the Education Amendments of 1972 prohibits sex discrimination in all educational programs that receive federal money. This publication discusses Title IX and carefully examines the regulations developed by the Department of Health, Education, and Welfare to govern the administration and enforcement of Title IX. Substantive provisions of the HEW regulations are discussed as they apply to five subject areas, including coverage of the regulations, admission of students, treatment of students, employment, and enforcement procedures. Within each subject area, any special requirements or exemptions from the regulations are noted, and examples are given of how the law applies in a number of particular situations. An additional explanatory section, entitled "Title IX Questions and Answers," is also included. (JG)

**ED 108 300** EA 007 216

**Ball, Rodney J. Cummings, C. Peter**  
**A Project Management Approach to Instructional Program Implementation.**

Research for Better Schools, Inc., Philadelphia, Pa.

Report No--OP-306

Pub Date May 73

Note--52p.; Figure #3 may reproduce poorly  
Available from--Research for Better Schools, Inc., 1700 Market Street, Philadelphia, Pennsylvania 19103 (\$3.00)

**EDRS Price MF-\$0.76 HC-\$3.32 PLUS POSTAGE**

**Descriptors**--\*Administrator Guides, Curriculum Development, Educational Administration, Educational Change, Educational Programs, Elementary Secondary Education, \*Instructional Improvement, \*Instructional Programs, \*Management Systems, \*Program Administration

**Identifiers**--\*Project Management

This publication discusses application of the project management process to the management of an instructional program implementation effort. It is intended to supplement the implementation manuals that usually accompany new instructional programs to aid school district personnel in successfully implementing new instructional programs. The publication consists of a brief introduction and three main sections. The Overview of the Project Management Process section defines the concept of project and describes the basic activities involved in the project management process. The Management of an Implementation Project section defines the concept of an implementation project and discusses all the activities involved in the four phases of an implementation project. The Conclusion briefly summarizes the content of the previous sections and suggests sources of additional information or assistance regarding the management of an implementation project. (Author/JG)

**ED 108 301** EA 007 217

**Ball, Rodney J. Cook, Desmond L.**  
**The Development of Success Criteria for Educational Research and Development Projects.**

Research for Better Schools, Inc., Philadelphia, Pa.

Report No--JR-306

Pub Date Oct 73

Note--21p.; Reprinted from Proceedings. The Project Management Institute International Seminar-Symposium (5th, Toronto, Canada, October 1973)

Available from--Research for Better Schools, Inc., 1700 Market Street, Philadelphia, Pennsylvania 19103 (\$1.10)

**EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE**

**Descriptors**--Administrator Attitudes, Data Analysis, Educational Objectives, \*Educational Research, Federal Programs, \*National Surveys, \*Performance Criteria, Program Administration, \*Program Evaluation, \*Research Projects

**Identifiers**--\*Project Management

The purpose of this study was to determine the relative importance of six criteria of project success and to develop a composite criterion of educational project success. Criteria considered were schedule, cost, quality/performance, follow-on-work, spin-off benefits, customer/client satisfaction, and overall project success. Two hundred and six people associated with a sample of 146 educational projects first ranked the criteria and then rated their own projects accordingly. A number of diagrams graphically present the relative importance of the various criteria as perceived by different groups of respondents. Findings of the study showed that achieving project objectives was considered most important and meeting time and cost constraints was considered rather unimportant in determining the success of projects. A copy of the survey instrument used to gather data for the study is included in the appendix. (Author/JG)

**ED 108 302** EA 007 218

**Scanlon, Robert G.**  
**Building Relationships for the Dissemination of Innovations.**

Research for Better Schools, Inc., Philadelphia, Pa.

Report No--C-08

Pub Date Aug 73

Note--18p.; Paper presented at CEDaR Communications Group Workshop (Denver, Colorado, July 30-31, August 1, 1973)

Available from--Research for Better Schools, Inc., 1700 Market Street, Philadelphia, Pennsylvania 19103 (\$0.85)

**EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE**

**Descriptors**--\*Adoption (Ideas), \*Change Strategies, Decision Making, \*Diffusion, Educational Improvement, \*Educational Innovation, Elementary Secondary Education, \*Information Dissemination, Information Networks, Inservice Programs, State School District Relationship

Many research questions concerning dissemination of educational innovations remain unanswered. We know that dissemination is in itself a science; our strategy is based on the belief that successful adoption of an innovation requires certain generic skills distinctly different from the skills related to a specific innovation. We are examining decision-making processes in school districts and state education departments to develop a change capability that can initiate and sustain educational improvements from the district level to the building level. To accomplish this aim, the following strategies have been utilized: establishment of criteria to ensure commitment and understanding about R&D products as instructional systems; development of training programs for administrators, teachers, and school district central office personnel; establishment of demonstration centers with national representation; development of a data network and feedback system that permits the monitoring of schools; and inclusion of state education agencies and central office administrators in the development of a capability for introducing and maintaining educational innovations. (Author/JG)

**ED 108 303** EA 007 219

**Heathers, Glen**  
**Planned Educational Change in Search of a Research Tradition.**

Research for Better Schools, Inc., Philadelphia, Pa.

Report No--JR-105

Pub Date May 74

Note--18p.; Reprint from the Bulletin of the School of Education, Indiana University; Not available in hard copy due to marginal reproducibility of original document

Available from--Research for Better Schools, Inc., 1700 Market Street, Philadelphia, Pennsylvania 19103 (\$1.25)

**EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE**

**Descriptors**--Bibliographies, Change Strategies, \*Educational Change, Educational Improvement, \*Educational Innovation, Educational Objectives, \*Educational Planning, \*Educational Research, Educational Strategies, \*Research Needs, Research Problems

Educational research is concerned with providing bases for improving education and so needs to study cause-effect relations in the educational process. Despite two decades of ferment and innovation, the instruction of most students has been affected little, if at all. Local change programs in education tend to be those that make the most apparent change with the least actual change. Planned educational change should begin with decisions about the aims of education. Once goals have been set, planning instruction is a matter of employing instructional resources to enable students to achieve the selected goals. Very little research attention has been paid to the implementation of change programs. Future research on educational change should focus on changes that are consumer-referenced rather than product-referenced, emphasize how local education agencies can learn to plan and conduct significant change programs, focus on the needs and aims of local education agencies, emphasize the process of implementation in studies of local change programs, draw on principles and research from outside education only when they are clearly applicable, and stress outcomes that are fundamental to the educational process. (Author/JG)

**ED 108 304** EA 007 220

**Marvin, Michael D. Ferderbar, Joseph**  
**Initiating District-Wide Curriculum Planning.**

Research for Better Schools, Inc., Philadelphia, Pa.

Report No--C-09

Pub Date 15 Aug 74

Note--32p.; A related document is ED 094 455; Not available in hard copy due to marginal reproducibility of original document

Available from--Research for Better Schools, Inc., 1700 Market Street, Philadelphia, Pennsylvania 19103 (\$2.50)

**EDRS Price MF-\$0.76 PLUS POSTAGE. HC Not Available from EDRS.**

**Descriptors**--\*Comprehensive Programs, \*Curriculum Planning, \*Educational Objectives, Educational Planning, Educational Research, Educational Strategies, Elementary Secondary Education, Field Studies, Management Systems, \*School Districts, \*Systems Development

**Identifiers**--Neshaminy School District, Pennsylvania

This report discusses the results of a five-year effort to develop a comprehensive planning process that would enable school districts to initiate and maintain a self-sustaining planning capability. In addition to examining the general principles and procedures of the comprehensive planning approach to school district planning, the author describes in detail a two-year field test of a self-instructional version of the system in the Neshaminy School District in Pennsylvania. Data from the field test indicate that the tested planning system can be used with minimal outside help to successfully initiate a curriculum-level planning capability within a school district. (JG)

**ED 108 305** EA 007 221

**Weinberger, JoAnn**  
**Protection of Human Subjects in Educational Research.**

Research for Better Schools, Inc., Philadelphia, Pa.

Report No--OP-108

Pub Date 16 Apr 74

Note--24p.; Paper presented at the Annual Meeting of the American Educational Research Association (April 16, 1974)

Available from--Research for Better Schools, Inc., 1700 Market Street, Philadelphia, Pennsylvania 19103 (\$1.75)

**EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE**

**Descriptors**--Administrative Policy, \*Confidentiality, \*Educational Research, Ethics, Guidelines, \*Human Relations, \*Information Utilization, \*Research Committees, Research Projects

This paper discusses the need for educational researchers to employ a system for protecting human subjects who participate in research and development programs. The ethical obligations of researchers, as well as the Department of Health,



Education, and Welfare's policy guidelines, are examined. Following this discussion, the author describes the review procedures used by Research for Better Schools, Inc. (RBS), as one example of a program designed to protect research subjects from possible economic, psychological, or medical risks. In addition, Appendix A contains detailed specifications for informed consent agreements, Appendix B lists areas of concern for the RBS Committee for the Protection of Human Subjects, and Appendix C describes major policy decisions of the RBS Committee. (JG)

**ED 108 306** EA 007 222

*Temkin, Sanford*  
**Methodological Implications Deriving from Nine Decision Cases.**

Research for Better Schools, Inc., Philadelphia, Pa.

Report No.—OP-301

Pub Date Mar 70

Note—10p.; Paper presented at the American Educational Research Association Convention (Minneapolis, Minnesota, March 1970)

Available from—Research for Better Schools, Inc., 1700 Market Street, Philadelphia, Pennsylvania 19103 (\$0.60)

**EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE**

**Descriptors**—Case Studies (Education), \*Cost Effectiveness, \*Decision Making, Management Systems, \*Models, Problem Solving, \*Research Methodology, \*Systems Analysis

**Identifiers**—\*Decision Theory

This paper describes the characteristics and circumstances defining nine decision cases in an effort to provide methodological assistance for practitioners. Each case is examined according to its objectives (single or multiple), resource level (limited or unlimited), time frame (a priori or evaluative), and the nature of desired decisions. In cases 1, 2, and 3, the decision-maker considers activity-designs. The complexity of cases 4, 5, and 6 mandates more detailed analysis. Here the notions of tasks and program-packages (sets of tasks) are introduced. In cases 7, 8, and 9, the term activity is used to connote the same overall meaning as program-package. These distinctions are necessitated by analytic complexities arising out of a need to derive an optimal decision-variable for each case. Decisions made by the decision-maker are at the level of activity-design for cases 1 and 2, program-package for cases 4 and 5, and activity for cases 7 and 8. The case discussion is preceded by an introductory exhibit showing the evolutionary structure of the nine cases. (Author)

**ED 108 307** EA 007 223

*Ovsiew, Leon And Others*

**Change Capability in the School District.**

Research for Better Schools, Inc., Philadelphia, Pa.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date Sep 74

Contract—NE-C-00-3-0089

Note—117p.

Available from—Research for Better Schools, Inc., 1700 Market Street, Philadelphia, Pennsylvania 19103 (\$6.50)

**EDRS Price MF-\$0.76 HC-\$5.70 PLUS POSTAGE**

**Descriptors**—\*Administrative Organization, Case Studies, Change Agents, Change Strategies, Educational Administration, \*Educational Change, \*Educational Development, Educational Innovation, Elementary Secondary Education, \*Equal Education, Models, Organizational Change, Planning, \*Racial Integration, Research Utilization

Educational change is presented by narrating one school district's experience in developing and implementing changes in response to court orders to racially desegregate. With the assistance of Research for Better Schools, in a "change agent" relationship, school building grade-level organization was changed to early childhood through grade 2, grades 3-5, grades 6-8, grades 9-10, and grades 11-12, each grouped separately in a building. The administrative organization was changed to a superintendency team, and a comprehensive planning system was installed. The change process is presented historically as moving from the schoolmaster mode to the specialist teaching in a child-centered organizational mode.

E.S.E.A., Title IV is cited as a major force for educational change through initiation of research and development centers. To accomplish planned educational change, it is said that an outside change agent is required and that administrators must be trained to administer the change process. (DW)

**ED 108 308** EA 007 224

**University Without Walls, Honolulu Model Cities.**

Central Michigan Univ., Mount Pleasant.

Pub Date 74

Note—176p.; Page 20 may reproduce poorly

**EDRS Price MF-\$0.76 HC-\$9.51 PLUS POSTAGE**

**Descriptors**—\*Adult Education, Career Planning, Consortia, Counseling, Curriculum, Equal Education, \*External Degree Programs, Federal Programs, Individualized Programs, Instructional Innovation, Instructional Technology, Student Needs, Tables (Data), \*Urban Universities, \*Work Experience Programs

**Identifiers**—Hawaii, \*Honolulu

Central Michigan University has been operating an external degree program for the Honolulu Model Cities Program since February 1972. The Institute for Personal and Career Development (IPCD) is the component that extends the goals of the program—equal access to education for personal enrichment, career alternatives, and increased upward mobility—beyond the physical campus of the university. Some of the innovations used in the Model Cities Program are (1) translating career and life experiences into academic credit; (2) providing flexible instructional, curricular, and scheduling patterns; (3) contracting for tailored programs through an individualized counseling approach; (4) providing for wider use of work-study experiences and independent study, and developing other forms of individualized study such as learning packages; (5) eliminating campus residence requirements; and (6) providing realistic transfer policies. This report is compiled in ten separate sections. The first five sections depict the individual student's position within the total program since it started. The remaining sections provide information on the course schedules, staff, faculty, advisory board members, bylaws, contract, programs, and curriculum. The final section is an article by Dr. Melvin Wachs, entitled "HUD's 'University without Walls': A little Publicized Innovation." (Author/MLF)

**ED 108 309** EA 007 225

**Creativity of the School: The Present Position in Belgium, France, Germany, the Netherlands, Norway, Portugal, the United Kingdom and the United States (State of New Jersey). Technical Report No. 1.**

Organisation for Economic Cooperation and Development, Paris (France). Centre for Educational Research and Innovation.

Pub Date 74

Note—95p.; Related documents are ED 099 260 and SP 009 051

Available from—OECD Publications Center, Suite 1207, 1750 Pennsylvania Avenue, N.W., Washington, D.C. 20006 (\$4.50)

**EDRS Price MF-\$0.76 PLUS POSTAGE. HC Not Available from EDRS.**

**Descriptors**—Curriculum Development, Decision Making, \*Educational Change, Educational Environment, \*Educational Innovation, Educational Objectives, Educational Planning, Elementary Secondary Education, \*Organization, Social Environment, State Departments of Education

**Identifiers**—Belgium, France, Germany, Great Britain, Norway, Portugal, The Netherlands

A collection of eight papers from seven foreign countries and the United States, this technical report of the "Creativity of the School" workshop held in Portugal in 1972 presents statements of existing positions on educational innovation in eight countries. Among the topics discussed are reform in French-speaking Belgian schools, decentralization of decision-making in Norway, factors in innovation at French secondary school levels, democratization in the Netherlands schools, factors affecting innovation in Portuguese schools, promotion of innovation in the Federal Republic of Germany, and the role of the New Jersey State Department of Education in promoting educational innovation. (DW)

**ED 108 310** EA 007 226

**Management Audit of Selected Alabama Local School Systems.**

Alabama Education Study Commission, Montgomery.; Griffenhagen-Kroeger, Inc., San Francisco, Calif.

Pub Date Apr 73

Note—79p.

**EDRS Price MF-\$0.76 HC-\$4.43 PLUS POSTAGE**

**Descriptors**—Curriculum Development, \*Educational Administration, \*Educational Finance, \*Educational Policy, Elementary Secondary Education, Maintenance, Management Development, Personnel Evaluation, \*Personnel Management, Personnel Selection, Policy Formation, Program Budgeting, Purchasing, Regional Cooperation, School Organization, Staff Utilization, State Aid, Technical Assistance, Transportation

This combined management audit and personnel staffing survey of a sample of Alabama schools reports recommendations for policy changes to the Alabama Education Study Commission. Policy changes in educational management are suggested with respect to school organization, state fund apportionment procedures, curriculum development, test scoring, budgeting procedures, administrator training, technical assistance to local districts, financial management, business and maintenance operations, bus transportation, intersystem cooperation, school consolidation, and supporting services. Changes recommended in personnel staffing involve standards for hiring new vocational teachers, clerical positions, selection processes, staff training, collective bargaining, and ESEA, Title I. (DW)

**ED 108 311** EA 007 227

**A Compilation of Federal Education Laws as Amended Through December 31, 1974. 94th Congress, 1st Session.**

Congress of the U.S., Washington, D.C. House Committee on Education and Labor; Congress of the U.S., Washington, D.C. Senate Committee on Labor and Public Welfare.

Pub Date Feb 75

Note—708p.; A related document is ED 056 409

**EDRS Price MF-\$1.23 HC-\$36.18 PLUS POSTAGE**

**Descriptors**—\*Educational Legislation, Elementary Secondary Education, Federal Government, \*Federal Legislation, \*Federal Programs, Higher Education, Indexes (Locators), \*Reference Books, \*School Law

This publication is a comprehensive compilation of federal education laws, grouped according to subject matter. Separate sections of the book present laws dealing with the following broad topics: the education division; elementary and secondary programs; higher education programs; educational research, experimentation, and national education priorities; educational personnel training programs; vocational education programs; public library programs; international education programs; education and training of adults; and education and training of the handicapped. In addition, an appendix presents the text of nine other education-related statutes. A cross-index lists all the book's statutes alphabetically by title. (JG)

**ED 108 312** EA 007 228

*Argyris, Chris*

**On Organizations of the Future. Administrative and Policy Studies Series: Volume 1, No. 03-006. A Sage Professional Paper.**

Pub Date 73

Note—48p.

Available from—Sage Publications, Inc., P. O. Box 5024, Beverly Hills, California 90210 (\$2.50)

**Document Not Available from EDRS**

**Descriptors**—Employer Employee Relationship, \*Futures (of Society), Humanism, Interpersonal Relationship, \*Organization, \*Organizational Change, Organizational Climate, \*Organizational Development, Organizational Theories, \*Organizations (Groups), Power Structure, Self Actualization, Work Attitudes

Some of the most important causes for organizational deterioration and entropy are related to the fact that organizations have been designed and managed on a restricted view of man. Lack of interpersonal competence (and its consequences in group and intergroup behavior) has

helped to create such an internal environment that the rational and technical competencies of individuals are continuously being blunted and inhibited. If the validity of the concept of the organization (public or private) is to survive, the new designs will have to raise the level of the quality of life within the system and genuinely value high-quality living as much as efficiency. Organizations redesigned to take a more complex view of man into account will have to make changes in their structure, technology, leadership, and managerial controls that reverse the three basic properties in modern pyramidal systems: (1) specialization of work, (2) centralization of power, and (3) centralization of information. Their concomitants of these properties are dependence; low fate control; impoverished work; psychological failure; psychological withdrawal; "market orientation"; low openness, trust, and individuality; and low risk-taking, learning, and innovation. (Author/MLF)

ED 108 313

EA 007 229

Robischon, Thomas G. And Others  
**Cracks in the Classroom Wall.**  
Pub Date 75  
Note—424p.

Available from—Goodyear Publishing Company, Inc., 15115 Sunset Boulevard, Pacific Palisades, California 90272 (\$6.95)

**Document Not Available from EDRS**

Descriptors—Alternative Schools, \*Educational Alternatives, \*Educational Change, \*Educational Development, Educational Economics, Educational History, Elementary Secondary Education, \*Foundations of Education, Futures (of Society), \*Organizational Development, Political Influences, Political Socialization, School Organization, Socialization

That American education is in trouble no longer needs to be documented. What is not clear or widely accepted is an understanding of how and why the schools became that way, and what alternatives are available. The readings in this book have been brought together as sources in which to find the foundations of educational alternatives. Alternatives that are not just new tokens that siphon off the discontent need to be grounded in historical, sociological, and philosophical analyses. Chapter 1 contends that American education has survived, in part because of insufficient analyses of masking myths, assumptions, and ideology. Chapter 2 looks at historical alternatives. The intent of chapter 3 is to show how American schools, from their origin, have served political purposes. Chapter 4 shows this emphasis at work in the relations between the schools and the American economy. Chapter 5 focuses on the educational goals that are socialized in the socialization process. The readings in chapter 6 give examples of what individual teachers can do and how groups have organized alternatives to change the organization, structure, values, and purposes of schools. (Author/DW)

ED 108 314

EA 007 230

Orinstein, Allan C. And Others  
**Reforming Metropolitan Schools.**  
Pub Date 75  
Note—198p.

Available from—Goodyear Publishing Company, Inc., 15115 Sunset Boulevard, Pacific Palisades, California 90272 (\$5.95)

**Document Not Available from EDRS**

Descriptors—Academic Achievement, Administrative Organization, Community Control, \*Compensatory Education, Decentralization, \*Educational Accountability, \*Educational Change, Elementary Secondary Education, Governance, Metropolitan Areas, Racial Integration, \*School Integration, \*Urban Education

After presenting an overview of metropolitan schools, described as not successful in providing an adequate education for economically disadvantaged students, the authors examine four critical issues: compensatory education, educational accountability, decentralization and community control, and desegregation. While compensatory education has not been successful, movements toward accountability and community control offer promise for the future. However, the future of desegregation is uncertain. Long-range plans taking into account the difficulties of implementing desegregation may encourage careful and intelligent responses to the underlying issue; or the pretense that metropolitan segregation does not

exist may continue. Interracial contact, it is contended, contributes to interracial understanding and cooperation; conversely, the absence of contact generates and/or perpetuates hatred and misunderstanding. It is understood that current conditions lead to low academic achievement caused, in part, by the sense of hopelessness and the feeling of illegitimacy inner-city students experience. Among potentially important school responses are a careful structuring of learning experiences leading to independence and self-control, parent involvement, minimization of failure, and positive self-definition. (Author/DW)

ED 108 315

EA 007 231

Jordan, K. Forbis, Ed. Alexander, Kern, Ed.  
**Futures in School Finance: Working Toward a Common Goal. Proceedings of the National Conference on School Finance (17th, Orlando, Florida, March 17-19, 1974).**

Florida Univ., Gainesville. Inst. for Educational Finance; Phi Delta Kappa, Bloomington, Ind.  
Pub Date 75  
Note—221p.

Available from—Phi Delta Kappa, P. O. Box 789, Bloomington, Ind. 47401 (\$5.50)

**Document Not Available from EDRS**

Descriptors—Costs, Court Litigation, Doctoral Theses, \*Educational Finance, Elementary Secondary Education, Equal Education, Equalization Aid, Expenditures, \*Federal Aid, \*Finance Reform, \*Financial Support, Program Budgeting, School District Autonomy, School Taxes, Special Education, \*State Aid

The National Conference on School Finance, originated by the National Education Association in 1957, has been sponsored since 1972 by the National Educational Finance Project, the Institute for Educational Finance of the University of Florida, and Phi Delta Kappa. A continuing goal of the conference has been to provide a forum for the expression of different points of view and the dissemination of new information and practices in educational finance, thereby contributing to a better understanding of the multiple problems involved in developing, maintaining, and administering school finance programs. The proceedings are reflected in 19 papers on a wide range of educational finance topics, including federal aid, equal educational opportunity, determinants of local taxes, financing special education, program budgeting, priorities in allocation of state funds, revenue potentials, equalization of state funds, and the future of educational finance. (Author/DW)

ED 108 316

EA 007 232

Gephart, William J., Ed.  
**Accountability: A State, a Process, or a Product? Phi Delta Kappa Symposium on Educational Research (13th, Dallas, Texas).**  
Phi Delta Kappa, Bloomington, Ind.  
Pub Date 75  
Note—82p.

Available from—Phi Delta Kappa, 8th and Union Streets, Bloomington, Indiana 47401 (\$5.00)

**Document Not Available from EDRS**

Descriptors—\*Educational Accountability, \*Educational Administration, \*Educational Assessment, Educational Change, Educational Objectives, Elementary Secondary Education, Formative Evaluation, Management by Objectives, \*Management Systems, Models, Program Evaluation, Summative Evaluation, \*Symposia

Six papers from a Phi Delta Kappa symposium on educational accountability begin with an examination of accountability both as a goal and a process for achieving a goal, particularly from the state education agency perspective. The second paper, prepared from the vantage point of the teacher, asks questions about the development of accountability legislation and related procedures in Florida. To present the operational aspect, one paper describes the procedures of an actual school district. Focusing on the design and development of accountability systems, the fourth paper characterizes accountability as a negotiated relationship through which participants make decisions and work toward improving the achievement of goals. In the fifth paper, a systems analyst assumes that accountability and planned change are one and the same, and examines the management of change. The final paper relates accountability to productivity. A synthesis suggests that accountability has three facets: publicness of information, negotiation of ends and means, and assessment of outcomes. (Author/DW)

ED 108 317

EA 007 233

Smith, B. Orhanel Orlosky, Donald E.  
**Socialization and Schooling: Basics of Reform.**  
Phi Delta Kappa, Bloomington, Ind.  
Pub Date 75

Note—376p.

Available from—Phi Delta Kappa, 8th and Union Streets, Box 789, Bloomington, Indiana 47401 (\$7.00)

**Document Not Available from EDRS**

Descriptors—\*Academic Achievement, Academic Standards, Adolescence, Cultural Pluralism, \*Curriculum Development, Educational Alternatives, \*Educational Change, Educational Finance, Educational Research, Elementary Secondary Education, Finance Reform, Inservice Teacher Education, \*Parent Child Relationship, Parent Influence, Principals, \*Socialization, Teacher Education, Teaching Skills

Written to emphasize the harmful consequences of placing the total burden of bringing up the young on the family and the school, to suggest the coordination of adult society with schooling, to renew an interest in cognitive and ethical learning, and to emphasize the need for professional competence, this book discusses the alienation of youth from the adult society in relation to school reform. Implicit in the analysis of schooling are changes in curricula, training programs for school personnel, administrative and organizational practices, conditions for utilizing professional competence, and fiscal policy. Recommendations for implementation include involving youth in the world of work, establishing minimum achievement floors including basic learning for succeeding in the adult world, reducing school curricula to minimum essentials for reaching basic achievement floors, emphasizing diagnostic skills in preservice teacher education, defining principals' tasks to emphasize improving instruction, creating minicourses for socialization to the adult world, setting up an accounting system for all youth, equalizing funds for schools through federal support, improving teacher training and assignments to allow for the exercise of professional competence, and establishing national coordination of school reform. (Author/DW)

ED 108 318

EA 007 234

Morton, Richard J. Morton, Jane  
**Innovation Without Renovation in the Elementary School.**

Pub Date 74

Note—175p.

Available from—Citizens Press, 50 West 44th Street, New York, New York 10036 (\$3.25)

**Document Not Available from EDRS**

Descriptors—\*Change Strategies, Community Involvement, \*Educational Innovation, Elementary Education, Flexible Scheduling, Individualized Curriculum, Library Services, \*Open Education, Program Evaluation, School Buildings, \*School Improvement, \*Space Utilization, Staff Utilization

This book discusses possible approaches to initiating innovative educational programs and open education within the physical limitations of a traditional elementary school building. The authors stress their view that innovative education is more a product of innovative teachers and administrators than of building design. The book is aimed primarily at educators who want to move away from the constraints of traditional elementary education but are unsure how to go about it. Major topics discussed include utilization of existing space for new programs, staff preparation for change, parent and community involvement, individualization of the curriculum, staffing patterns, use of volunteers and student assistants, flexible scheduling, expansion of library services, outdoor education, budgeting, establishment of a counseling program, and instruments for program development and evaluation. (JG)

ED 108 319

EA 007 235

Buresh, Jane Galloway  
**A Fundamental Goal: Education for the People of Illinois. Studies in Illinois Constitution Making.**  
Pub Date 75

Note—136p.

Available from—University of Illinois Press, University of Illinois, Urbana, Illinois 61801 (\$3.45)

**Document Not Available from EDRS**

**Descriptors**—\*Conflict Resolution, Decision Making, Educational Finance, Educational Objectives, \*Educational Policy, Elementary Secondary Education, Higher Education, \*Nonpublic School Aid, Political Influences, \*Political Issues, State Boards of Education, State Government, \*State Legislation  
**Identifiers**—\*Illinois

This book closely examines the functioning of the Education Committee of the Sixth Illinois Constitutional Convention. As an administrative assistant to the committee throughout the convention, the author was able to gather detailed information about the committee's activities through personal observation and interviews with committee members. Statistical data were supplied by the Illinois Education Association, the Office of the Superintendent of Public Instruction of Illinois, and the Board of Higher Education. Specific chapters investigate the following topics: composition and procedures of the Education Committee, creating a state board of education, formulating educational objectives, providing for higher education, aid to nonpublic schools, financing education, the new education article at first reading, the education article at second and third readings, and conclusions and implications. (JG)

**ED 108 320** EA 007 236

David, Thomas G., Ed. Wright, Benjamin E., Ed.

**Learning Environments.**

Pub Date 75

Note—233p.

Available from—The University of Chicago Press, 5801 Ellis Avenue, Chicago, Illinois 60637 (\$10.00)

**Document Not Available from EDRS**

**Descriptors**—\*Environmental Criteria, \*Environmental Influences, Environmental Research, Exceptional Children, Learning Processes, Open Education, Open Plan Schools, \*Physical Environment, \*Playgrounds, \*Psychological Design Needs, Space Orientation, Theories  
**Identifiers**—Declining Enrollment, \*Environmental Psychology

The focus of the 16 essays in this book is the physical environment of learning, specifically the man-made or built environment. The authors contend that educators have tended to overlook the influence of built environments on the learning process—a process not confined to schools, but involving play areas, tree houses, and the city itself. The authors encourage the development of "environmental literacy," which includes not only awareness of and sensitivity to physical space but also action of a problem-solving nature involving users in collaborative planning. Among the topics discussed are children's preferences in playground design, theoretical issues in environmental psychology, creating facilities responsive to the needs of exceptional children, the meaning of the setting in open education, learning environments outside the classroom, individual styles in the use of space, and techniques of determining and responding to user needs. (Author/MLF)

**ED 108 321** EA 007 237

Flambert, Richard

**School Food Service -- Three Points of View.**

Pub Date 22 Feb 75

Note—10p.; Paper presented at the Annual Meeting of the American Association of School Administrators (107th, Dallas, Texas, February 21-24, 1975); Best copy available

**EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE**

**Descriptors**—Breakfast Programs, \*Centralization, Consultants, \*Cost Effectiveness, Feasibility Studies, \*Food Handling Facilities, \*Food Service, Lunch Programs, Operating Expenses, \*School Districts

A food-systems consultant and designer advises school districts that want prosperous food service programs to adopt big-business methods. Successful commercial operations hire top food-service consultants and designers to get the most from their space, equipment, and labor. Commercial enterprises are concerned with efficient utilization of plant and labor and periodically conduct seminars where other professionals show slides, give lectures, and have demonstrations to keep employees up-to-date on what is happening in the industry. Some form of centralization is necessary if a school district wishes to provide a satisfactory

food service program. Only in this way can there be uniformity of quality, control of merchandise, standardized recipes and formulas, and employee and customer satisfaction. (Author/MLF)

**ED 108 322** 95 EA 007 238

Brischetto, Robert Arciniega, Tomas A.

**Inequalities in Educational Resources: Their Impact on Minorities and the Poor in Texas and California. Final Report.**

Our Lady of the Lake Coll., San Antonio, Tex.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Bureau No—BR-3-2064

Pub Date Nov 74

Grant—NE-C-00-3-0062

Note—183p.; Best copy available

**EDRS Price MF-\$0.76 HC-\$9.51 PLUS POSTAGE**

**Descriptors**—Community Influence, \*Court Litigation, Economic Disadvantage, Educational Equality, Educational Finance, Educational Resources, Elementary Secondary Education, \*Equal Education, Equal Protection, \*Finance Reform, Fiscal Capacity, \*Mexican Americans, Minority Groups, \*Negroes, Non-discriminatory Education, Property Taxes, School District Spending, Tax Effort, Tax Rates  
**Identifiers**—California, Rodriguez, Serrano vs Priest, \*Texas

This research effort examines inequalities in educational input resources among school systems in Texas and California in light of the Rodriguez and Serrano court cases. Low-income families in both states were found to be in districts of low per-pupil-expenditures and inferior educational services primarily because they are located in districts with low property valuations. Mexican-American pupils in Texas tend to be ethnically isolated in low-wealth districts and have fewer educational resources available to them than do Anglo pupils. Important differences were found between Texas and California in regard to ethnic isolation. Since Mexican-American pupils in California are not concentrated in predominantly ethnic districts, not much interethnic disparity in the distribution of educational resources among districts was found. Black pupils in both Texas and California are concentrated in large urban centers where expenditures are generally at or above the state average. These findings, however, do not take into consideration cost differentials between urban and nonurban areas and municipal overburden. The hypothesis that black pupils in large urban districts are disadvantaged by intradistrict inequalities is offered for further research. (Author/IRT)

**ED 108 323** EA 007 239

**PLANS Model: A Suggested Approach for Meeting the State Board's Accreditation Requirements Re Comprehensive-Systematic Educational Planning.**

Wyoming State Dept. of Education, Cheyenne.

Pub Date Sep 74

Note—81p.; An abridgement of "PLANS: Basic Program in Educational Planning and Problem Solving." Worldwide Education and Research Institute, Salt Lake City, Utah, 1971

**EDRS Price MF-\$0.76 HC-\$4.43 PLUS POSTAGE**

**Descriptors**—Educational Accountability, \*Educational Assessment, \*Educational Needs, \*Educational Planning, Elementary Secondary Education, Evaluation, \*Problem Solving  
**Identifiers**—\*Needs Assessment

This abridgement of "PLANS: Basic Program in Educational Planning and Problem Solving" is a condensation of the training manual for the PLANS model and is aimed at providing a brief presentation of the seven steps of the model. These seven steps identify the problem, define the problem, analyze the problem, generate alternative solutions, select an alternative solution, implement the solution, and evaluate and revise the solution. The program is based on a needs assessment that includes community involvement. Each step is presented in four parts: definition of the step (including a flow chart showing its relationship to the other parts of the model); a related skill exercise; an illustration of the step in relationship to a hypothetical problem; and materials and forms used to apply this step to a local problem. (Author/IRT)

**ED 108 324** 95 EA 007 240

Berman, Paul Pauls, Edward W.

**Federal Programs Supporting Educational Change, Vol. 2: Factors Affecting Change Agent Projects.**

Rand Corp., Santa Monica, Calif.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Report No—R-1589/2-HEW

Pub Date Apr 75

Note—156p.; Related documents are ED 099 957 and EA 007 241-247

Available from—Rand Corp., 1700 Main Street, Santa Monica, California 90406 (\$7.00)

**EDRS Price MF-\$0.76 HC-\$8.24 PLUS POSTAGE**

**Descriptors**—\*Adoption (Ideas), Bilingual Education, Career Education, \*Change Agents, Change Strategies, Diffusion, \*Educational Change, Educational Finance, \*Educational Innovation, Elementary Secondary Education, Federal Aid, \*Federal Programs, Incentive Grants, Multiple Regression Analysis, Reading Programs, Vocational Education

**Identifiers**—Elementary Secondary Education Act Title III, Elementary Secondary Education Act Title VII, ESEA Title III, ESEA Title VII, Right to Read

This second volume in the change-agent series reports the interim results of an exploratory statistical analysis of a survey of a nationwide sample of 293 change-agent projects funded by four federal demonstration programs—Elementary Secondary Education Act (ESEA) Title III, Innovative Projects; ESEA Title VII, Bilingual Projects; Vocational Education Act, 1968 Amendments, Part D, Exemplary Programs; and the Right-To-Read Program. The study addresses three research questions: To what extent did differences among the federal change-agent programs explain variations in the implementation and continuation of innovative projects? Which characteristics of innovative projects significantly affected their implementation and continuation? Were differences in institutional settings related to variations in project implementation and continuation, controlling for other factors, and, if so, which institutional aspects had significant and important effects? (Author)

**ED 108 325** 95 EA 007 241

Greenwood, Peter W. And Others

**Federal Programs Supporting Educational Change, Vol. 3: The Process of Change.**

Rand Corp., Santa Monica, Calif.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Report No—R-1589/3-HEW

Pub Date Apr 75

Note—93p.; Related documents are ED 099 957, EA 007 240-247

Available from—Rand Corp., 1700 Main Street, Santa Monica, California 90406 (\$5.00)

**EDRS Price MF-\$0.76 HC-\$4.43 PLUS POSTAGE**

**Descriptors**—Adoption (Ideas), Bilingual Education, Career Education, Case Studies (Education), \*Change Agents, \*Change Strategies, Diffusion, Educational Change, \*Educational Innovation, Federal Aid, \*Federal Programs, Incentive Grants, Reading Programs, \*State Departments of Education, Vocational Education

**Identifiers**—Elementary Secondary Education Act Title III, Elementary Secondary Education Act Title VII, ESEA Title III, ESEA Title VII, Right to Read

This report is the third in a series that describes the first-year results of the Rand study (July 1973-July 1974). It summarizes the findings and policy implications resulting from 29 case studies of change-agent projects conducted by Rand staff members and consultants in 25 school districts during April and May 1974. The report also describes the role of the state education agencies in selecting, managing, and disseminating change-agent projects. The case-study sites represent a variety of project objectives and local district conditions. The studies were limited to five types of innovations: career education, bilingual education, reading, staff development, and classroom organization. In the organization of the report, the process of innovation is characterized by three phases: initiation, implementation, and outcomes. Each area is given a chapter of the report. The outcomes of interest to this study are



the effects of the project on classrooms, teachers, and students; the extent to which the project treatments were continued after the special project funding ended; and the amount of dissemination that took place between the project schools and nonproject schools within the local education agency and in other districts. (Author/IRT)

ED 108 326 95 EA 007 242

Mann, Dale And Others

**Federal Programs Supporting Educational Change, Vol. 3: The Process of Change. Appendix A: Innovations in Classroom Organization and Staff Development.**

Rand Corp., Santa Monica, Calif.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Report No.—R-1589/3-HEW(APP.A)

Pub Date Apr 75

Note—293p.; Related documents are ED 099 957, EA 007 240-247

Available from—Rand Corp., 1700 Main Street, Santa Monica, California 90406 (\$10.00)

EDRS Price MF-\$0.76 HC-\$14.59 PLUS POSTAGE

Descriptors—Adoption (Ideas), Case Studies (Education), \*Change Agents, Change Strategies, Class Organization, Diffusion, \*Educational Innovation, Elementary Secondary Education, Federal Aid, \*Federal Programs, \*Staff Improvement, \*State Departments of Education, State Federal Aid

Identifiers—Elementary Secondary Education Act Title III, ESEA Title III

This is the first of four appendices to Volume III of the Rand report "Federal Programs Supporting Educational Change." This appendix is a description of Title III of the Elementary Secondary Education Act (ESEA) as it operates at the federal and state levels, together with a description and analysis of factors that contribute to the strengths and weaknesses of selected Title III projects. Section 1 describes the origins and the planning and management strategies that the United States Office of Education (USOE) adopted for Title III, both in the state plan program, which is administered by state departments of education, and in the smaller federally funded programs, which USOE administers directly. Section 2 describes the role of state education agencies in Title III. Section 3 presents syntheses of the fieldwork case studies. In examining Title III, the researchers decided to focus on projects that were reputed to be successful in one of two particularly difficult aspects of reform: classroom organization, which generally implies a shift in classroom practice toward concepts of open education; and staff development, which often aims at important changes in teacher behavior. Section 4 presents the individual case studies. (Author)

ED 108 327 95 EA 007 243

Wirt, John G. And Others

**Federal Programs Supporting Educational Change, Vol. 3: The Process of Change. Appendix B: Innovations in Reading.**

Rand Corp., Santa Monica, Calif.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Report No.—R-1589/3-HEW(APP. B)

Pub Date Apr 75

Note—148p.; Related documents are ED 099 957, EA 007 240-247

Available from—Rand Corp., 1700 Main Street, Santa Monica, California 90406 (\$7.00)

EDRS Price MF-\$0.76 HC-\$6.97 PLUS POSTAGE

Descriptors—Adoption (Ideas), Case Studies (Education), \*Change Agents, Change Strategies, Demonstration Projects, Diffusion, \*Educational Innovation, Elementary Secondary Education, Federal Aid, \*Federal Programs, \*Reading Programs, \*State Departments of Education

Identifiers—Elementary Secondary Education Act Title III, ESEA Title III, \*Right to Read

This is the second of four appendices to the Rand study "Federal Programs Supporting Educational Change." This appendix deals primarily with Right-To-Read, a federally administered program that funds innovative reading projects in schools that have been nominated by their district. It also contains descriptions of some Elementary Secondary Education Act Title III reading projects. Section 1 describes the origins and the planning and management strategies that the United States Office of Education adopted for

Right-To-Read. Section 2 describes the role that state education agencies attempt to play in their program. Section 3 presents syntheses of the fieldwork case studies, which describe the similarities and differences found in the planning, implementation, and adaptation of each of the projects covered. It also attempts to generalize from the limited evidence. Section 4 presents the individual case studies for these Right-To-Read and Title III projects. (Author)

ED 108 328 95 EA 007 244

Sumner, Gerald C. And Others

**Federal Programs Supporting Educational Change, Vol. 3: The Process of Change. Appendix C: Innovations in Bilingual Education.**

Rand Corp., Santa Monica, Calif.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Report No.—R-1589/3-HEW(APP.C)

Pub Date Apr 75

Note—153p.; Related documents are ED 099 957, EA 007 240-247

Available from—Rand Corp., 1700 Main Street, Santa Monica, California 90406 (\$7.00)

EDRS Price MF-\$0.76 HC-\$8.24 PLUS POSTAGE

Descriptors—Adoption (Ideas), \*Bilingual Education, Case Studies (Education), Change Agents, \*Change Strategies, Diffusion, \*Educational Innovation, Elementary Secondary Education, Federal Aid, \*Federal Programs, \*State Departments of Education

Identifiers—Elementary Secondary Education Act Title VII, ESEA Title VII

This appendix deals with Title VII of the Elementary and Secondary Education Act, which funds bilingual education projects proposed by local school districts. Section 1 describes the origins and the planning and management strategies that the United States Office of Education adopted for this program. Section 2 describes the role of state education agencies. Section 3 presents syntheses of fieldwork case studies, which describes the similarities and differences found in the planning, implementation, and adaptation of each of the projects covered. It also attempts to generalize from the limited evidence. Section 4 presents the individual case studies for these bilingual education projects. (Author)

ED 108 329 95 EA 007 245

Pascal, Anthony H. And Others

**Federal Programs Supporting Educational Change, Vol. 3: The Process of Change. Appendix D: Innovations in Career Education.**

Rand Corp., Santa Monica, Calif.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Report No.—R-1589/3-HEW(APP.D)

Pub Date Apr 75

Note—94p.; Related documents are ED 099 957, EA 007 240-247

Available from—Rand Corp., 1700 Main Street, Santa Monica, California 90406 (\$5.00)

EDRS Price MF-\$0.76 HC-\$4.43 PLUS POSTAGE

Descriptors—Adoption (Ideas), \*Career Education, Case Studies (Education), \*Change Agents, Change Strategies, Diffusion, \*Educational Innovation, Elementary Secondary Education, Federal Aid, \*Federal Programs, State Departments of Education, \*Vocational Education

Identifiers—Elementary Secondary Education Act

This appendix deals with career education projects funded under the Vocational Education Act, 1968 Amendments, Part D. Section 1 of the appendix describes the origins and the planning and management strategies that the United States Office of Education adopted for this program. Section 2 describes the role of state education agencies. Section 3 presents syntheses of the fieldwork case studies, which describe the similarities and differences found in the planning, implementation, and adaptation of each of the projects covered. It also attempts to generalize from the limited evidence. Section 4 presents the individual case studies for these career education projects. (Author)

ED 108 330 95 EA 007 246

Berman, Paul McLaughlin, Milbrey Wallin

**Federal Programs Supporting Educational Change, Vol. 4: The Findings in Review.**

Rand Corp., Santa Monica, Calif.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Report No.—R-1589/4-HEW

Pub Date Apr 75

Note—59p.; Related documents are ED 099 957,

EA 007 240-247

Available from—Rand Corp., 1700 Main Street, Santa Monica, California 90406 (\$3.00)

EDRS Price MF-\$0.76 HC-\$3.32 PLUS POSTAGE

Descriptors—Adoption (Ideas), Bilingual Education, Career Education, Case Studies (Education), \*Change Agents, \*Change Strategies, Demonstration Projects, Diffusion, Educational Change, \*Educational Innovation, Elementary Secondary Education, Federal Aid, \*Federal Programs, Incentive Grants, Reading Programs, \*State Departments of Education, Vocational Education

Identifiers—Elementary Secondary Education Act Title III, Elementary Secondary Education Act Title VII, ESEA Title III, ESEA Title VII, Right to Read, Vocational Education Act

This report reviews and synthesizes the findings of the survey and fieldwork as presented in Volumes II and III. In particular, it summarizes the evidence concerning the effects of federal change agent policy. Section 1 introduces the report. Section 2 describes the theoretical approach that served as the basis for data collection and analysis. Sections 3 and 4, respectively, present findings about the innovative process and about the factors affecting implementation and continuation. These sections do not present the actual analyses but use footnotes to refer to evidence presented in the other volumes. Section 5 goes beyond immediate data to raise questions about the policy instruments used in federal change agent programs. These policy implications are tentative for several reasons. First, this report presents only the findings of the first year of a two-phase study. Second, this is exploratory research—in effect the work consists of hypotheses that require more refined testing. Nonetheless, since policy can seldom afford the slow pace of scientific confirmation, conclusions supported by both the evidence and experience are offered. (Author)

ED 108 331 95 EA 007 247

Berman, Paul And Others

**Federal Programs Supporting Educational Change, Vol. 5: Executive Summary.**

Rand Corp., Santa Monica, Calif.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Report No.—R-1589/5-HEW

Pub Date Apr 75

Note—34p.; Related documents are ED 099 957 and EA 007 240-246

Available from—Rand Corp., 1700 Main Street, Santa Monica, California 90406 (\$3.00)

EDRS Price MF-\$0.76 HC-\$1.95 PLUS POSTAGE

Descriptors—\*Adoption (Ideas), Bilingual Education, Career Education, Case Studies (Education), \*Change Agents, Change Strategies, Demonstration Projects, Diffusion, Educational Change, \*Educational Innovation, Elementary Secondary Education, Federal Aid, \*Federal Programs, Incentive Grants, Reading Programs, \*State Departments of Education, Vocational Education

Identifiers—Elementary Secondary Education Act Title III, Elementary Secondary Education Act Title VII, ESEA Title III, ESEA Title VII, Right to Read, Vocational Education Act

Under the sponsorship of the U. S. Office of Education, Rand is conducting a several-year study of federally funded programs designed to introduce and spread innovative practices in public schools. These change agent programs normally offer temporary federal funding to school districts as "seed money" or "risk capital." If an innovation is successful, it is assumed that the district will continue part or all of the project using other sources of funds, and also disseminate it to other schools in the district, as well as to other districts that may be seeking change. The Rand study examines four such federal programs—Elementary and Secondary Education Act Title III, Innovative Projects; Elementary and Secondary Education Act Title VII, Bilingual Projects; Vocational Education Act, 1968 Amendments, Part D, Exemplary Programs; and the Right-To-Read Program. The study identifies what tends to promote various kinds of changes in the schools and what doesn't. In particular, the Rand study will identify for federal, state, and local policy

makers the nature, permanence, and extent of dissemination of innovations that are associated with the various federal programs and with various federal, state, and local practices. This part tries to distill the study's methods and results for a general audience. (Author)

ED 108 332 95 EA 007 248

Hayman, John L., Jr.

**A Further Look at Management Information Needs in the National Institute of Education.** Pennsylvania State Univ., University Park. Center for Cooperative Research with Schools.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C. Planning Unit.

Report No.—R-M102

Bureau No.—BR-1-7059

Pub Date Nov 72

Grant—OEG-0-71-3636(515)

Note—38p.; A related document is ED 088 147

EDRS Price MF-\$0.76 HC-\$1.95 PLUS POSTAGE

Descriptors—Decision Making, Educational Planning, Educational Research, \*Federal Programs, \*Information Needs, \*Information Processing, Information Systems, Input Output Analysis, \*Management Information Systems, Man Machine Systems

Identifiers—\*National Institute of Education

This document proceeds from the model presented in ED 088 147 outlining in general form some of the issues and needs in a management information system (MIS) for the National Institute of Education (NIE). This report discusses management information issues and needs more concretely. The discussion is related to planning, developing, and operating one or more of the three major components of an MIS: (1) an output component that has the major task of delivering information to decision-makers so that their decisions are affected; (2) a data management or data processing component where classifications, storage, and analysis of various types occur, and from which manipulated data is retrieved; and (3) the input or data collection component system that collects and feeds in raw data. The report discusses the information requirements of various offices in HEW, information systems needs within NIE, and questions and options related to MIS planning. A plan is suggested for the 12 to 15 months of MIS development. (Author/MLF)

ED 108 333 EA 007 249

Coppola, John B.

**An Orientation and Training Program for Security Officers in an Urban High School.**

Pub Date 3 May 73

Note—255p.; Submitted in partial fulfillment of Ph.D. requirements, Nova University (Florida); Photographs and p205 may reproduce poorly

EDRS Price MF-\$0.76 HC-\$1.32 PLUS POSTAGE

Descriptors—\*Crime, Police, Police School Relationship, Practicums, Secondary Education, Student School Relationship, Tables (Data), \*Training, \*Training Objectives, Vandalism

Identifiers—\*School Security Officers

The purpose of this practicum was to test the effectiveness of a security training program at Trenton Central High School. A professional, trained security force was necessary to reduce school crime. A training program lasting eight and one-half months was instituted. A pilot study at the end of the training program was conducted comparing the attitudes of security officers, students, and staff at Trenton Central and another secondary school in the district. The results showed that the training program improved relationships among students, staff, and officers and created a professional force. The trained security officers contributed to the reduction in school crime and civil suits against the school. (Author/DW)

ED 108 334 EA 007 250

Pritchard, Ruth, Ed. Wedra, Virginia, Ed.  
**A Resource Manual for Reducing Conflict and Violence in California Schools.**

California School Boards Association, Sacramento.

Pub Date 75

Note—65p.

Available from—California School Boards Association, 800 Ninth Street, Sacramento, California 95814 (\$3.00, quantity discounts)

EDRS Price MF-\$0.76 PLUS POSTAGE. HC Not Available from EDRS.

Descriptors—\*Administrator Guides, Bibliographies, \*Delinquency Prevention, Elementary Secondary Education, Interagency Cooperation, Parent Counseling, School Community Relationship, \*School Vandalism, Security, State Legislation, \*Violence, \*Youth Programs

Identifiers—\*California

This booklet was prepared to assist school administrators in developing effective strategies to cope with school violence and vandalism. Various chapters prepared by different authors address different perspectives and aspects of the problem. Topics of the chapters include early prevention, the interagency team concept, management in a team structure, parent education, a plan for school/community cooperation, programs that are working, and security measures for vandalism and violence control. The final three sections describe two interagency youth service programs, examine the 1974 California law that created the School Attendance Review Board, and present a bibliography of publications and audiovisual materials dealing with school violence and youth service programs. (JG)

ED 108 335 EA 007 251

Page, Ruth H.

**What Makes an Effective School Board Member?**

Tri-State Area School Study Council, Pittsburgh, Pa.

Pub Date 75

Note—13p.

Available from—The Interstate Printers & Publishers, Inc., 19-27 North Jackson Street, Danville, Illinois 61832 (Reorder No. 1719)

Document Not Available from EDRS

Descriptors—Board Administrator Relationship, \*Board of Education Policy, \*Board of Education Role, \*Boards of Education, \*Citizen Participation, Community Involvement, Curriculum Evaluation, Educational Assessment, Educational Objectives, Elementary Secondary Education, Ethics, \*Policy Formation

The most important responsibility of every school board is to set goals for the school system. A study of goals should be conducted every few years; the process is continual. It is important that the committee chosen by the board to assist in setting goals be truly representative of the total community. All areas of the curriculum should be subject to the same committee study used to establish goals for the system. Evaluation of the schools in terms of the selected goals is the board's second most important function. Effective board policy and administrative practice use evaluation as a tool for improving performance. A good approach combines evaluation of the superintendent with that of the board and its policies. It is the duty of the board to formulate policies that enable the superintendent to administer the schools, and both the board and the superintendent must know the difference between policy-making and administration. Policies should be formulated with the advice and assistance of those affected by them. Such consultation should become an undeviating practice for every board. The codes of ethics prepared by many state board associations should be studied or adapted for the district's own code; local citizens should be involved in this study as well. (Author/JG)

ED 108 336 95 EA 007 253

**Administration of Public Laws 81-874 & 81-815. Twenty-third Annual Report of the Commissioner of Education, June 30, 1973.**

Office of Education (DHEW), Washington, D.C.

Report No.—DHEW-OE-74-07300

Pub Date 74

Note—229p.; Appendix B of the Annual Report of the U.S. Commission of Education, March 31, 1974; Related documents are ED 063 630 and ED 091 841

Available from—Superintendent of Documents, U. S. Government Printing Office, Washington, D. C. 20402 (Stock No. 1780-01283, \$2.95)

EDRS Price MF-\$0.76 HC-\$12.05 PLUS POSTAGE

Descriptors—\*Federal Aid, \*Federal Legislation, \*Federal Programs, State Federal Aid, \*Statistical Data, \*Tables (Data)

The laws covered in this report were initiated as part of a federal policy of assisting school districts financially burdened as a result of new or expanded federal activities. Public Law 81-874 authorizes financial assistance for maintenance and operation of schools that have been financially burdened by government activities. Public Law 81-815 authorizes federal financial

assistance for construction of urgently needed minimum school facilities in school districts having substantial membership increases due to new or increased federal activities. A separate section of the report contains information on federal disaster aid for schools. Provisions for such aid are included in both the laws discussed here. The bulk of this report is made up of statistical tables covering payments to and current expenditures of local education agencies and related information. (Author/IRT)

ED 108 337 EA 007 254

Moir, Ronald E.

**The Implementation Plan for the Uniform Financial Reporting System for Minnesota School Districts.**

Minnesota State Dept. of Education, St. Paul.

Pub Date 15 Nov 74

Note—107p.; Not available in hard copy due to marginal reproducibility of original document

EDRS Price MF-\$0.76 PLUS POSTAGE. HC Not Available from EDRS.

Descriptors—\*Accounting, \*Budgeting, \*Computer Oriented Programs, \*Educational Finance, Elementary Secondary Education, Expenditures, Financial Services, Income, Organization, Program Budgeting, State Departments of Education, \*State Programs

Identifiers—Minnesota, UFRS, \*Uniform Financial Reporting Systems

This document was prepared in response to the 1973 Minnesota legislature request to "prepare a detailed plan for a fiscal accounting and reporting system of program expenditures for elementary, secondary, and area vocational schools." The plan addresses the organizational and procedural changes, financial resources, and time necessary to implement a computer-based financial accounting system using multidimensional account structures. This plan is based on the current status of financial accounting and on proposed access to regional data processing capabilities for all districts in Minnesota. The summary of the proposed accounting system is included in the plan. A separate document describes the Uniform Financial Accounting and Reporting System (U-FARS) to be implemented. (Author)

ED 108 338 EA 007 255

Montello, Paul A. Wimberly, Charles A.

**Management Systems in Education. Professional Education Series.**

Pub Date 75

Note—120p.

Available from—Professional Educators Publications, Inc., Box 80728, Lincoln, Nebraska 68501 (\$2.75)

Document Not Available from EDRS

Descriptors—Annotated Bibliographies, Data Analysis, \*Educational Administration, Educational Planning, Elementary Secondary Education, \*Flow Charts, Glossaries, Higher Education, \*Management Systems, \*Models, Systems Analysis, \*Systems Approach

This book provides a brief review of many concepts and practices that are currently being explored and utilized in educational management systems. It is intended to aid teachers and administrators who seek a general understanding of management systems, as well as school board members and laymen who are interested in the systems approach to educational management. Chapters 1 and 2 discuss many basic concepts of systems theory and explain selected techniques of systems analysis. Chapter 3 examines several comprehensive management systems and illustrates several techniques of systems analysis. Chapter 4 describes the application of systems theory to an actual educational program, and chapter 5 outlines some of the types of systems activities that can be expected to emerge in education. In addition, there is a glossary of terms and concepts frequently used in educational management systems, as well as a selective annotated bibliography of relevant books. (Author/JG)

ED 108 339 EA 007 256

Bushey, Julia A. Stenmack, Suzanne K.

**Comparative Salaries: Counselors, Librarians, School Nurses, and Teachers, 1974-75. An ERS Report.**

Educational Research Service, Washington, D.C.

Pub Date 75

Note—32p.

Available from—Educational Research Service, Inc., 1815 North Fort Myer Drive, Arlington, Virginia 22209 (\$8.00, payment must accompany orders of less than \$10.00)

#### Document Not Available from EDRS

Descriptors—\*Counselors, Elementary Secondary Education, \*Librarians, National Surveys, \*Nurses, Occupational Surveys, Salaries, \*Salary Differentials, School Statistics, Tables (Data), \*Teacher Salaries

This report is a supplement to the Educational Research Service "National Survey of Salaries and Wages in Public Schools, 1974-75." It contains data on salaries of public school counselors, librarians, and nurses in 1974-75. For the purpose of comparison, data are also reported on the salaries of classroom teachers. Included in the report are data on the minimum and maximum range of the salary schedule of personnel in each of the four positions, data on the lowest and highest salary actually paid for each position, and the average of all salaries paid in each category. To assist in comparisons among school systems, data are further classified according to school system enrollment, per-pupil expenditure, and geographic region. (Author/JG)

ED 108 340 EA 007 257

Stemmock, Suzanne K.

#### Early Graduation from High School: Policy and Practice. An ERS Report.

Educational Research Service, Washington, D.C.  
Pub Date 75

Note—43p.

Available from—Educational Research Service, Inc., 1815 North Fort Myer Drive, Arlington, Virginia 22209 (\$6.00, payment must accompany orders of less than \$10.00)

#### Document Not Available from EDRS

Descriptors—\*Credit, \*Educational Alternatives, \*Educational Policy, \*Graduation, \*Graduation Requirements, Senior High Schools, Student Characteristics, Tables (Data)

Identifiers—\*Early Graduation

Although not a new concept, early graduation from high school is attracting growing interest. Evidence regarding the dissatisfaction of many high school students with the traditional four-year sequence is cited frequently in the literature. This and other factors have stirred speculation about whether more high school students are opting for early graduation from school to pursue their education in other settings or to work. A 1974 survey cooperatively prepared by the National Association of Secondary School Principals and the Educational Research Service indicates that more students are graduating early now. In 1970-71 only 3.1 percent of the students in very large public high schools graduated early; in 1973, 9.7 percent graduated early. In those same years, the percentage of students in large schools who graduated early rose from 1.6 percent to 6.2 percent. The students who opt for early graduation tend to be classified good to excellent academically and in their adjustment to school. Sample policies and procedures relating to early graduation, selected state regulations, and a selective bibliography are included. (Author/IRT)

ED 108 341 EA 007 258

Doob, Heather Sidor

#### Codes of Student Discipline and Student Rights. An ERS Report.

Educational Research Service, Washington, D.C.  
Pub Date 75

Note—41p.

Available from—Educational Research Service, Inc., 1815 North Fort Myer Drive, Arlington, Virginia 22209 (\$6.00, payment must accompany orders of less than \$10.00)

#### Document Not Available from EDRS

Descriptors—\*Civil Liberties, Discipline, \*Discipline Policy, Elementary Secondary Education, \*School Law, Senior High Schools, \*Student Responsibility, \*Student Rights

This report is intended to serve school administrators by providing basic information, positive suggestions, and examples pertaining to student codes. It presents findings of a recent inquiry regarding written codes of student discipline and replicates examples of selected codes. Seventy-six percent of the 538 responding school systems indicated that they have developed written codes of discipline for secondary level pupils. Large districts (enrollments of 25,000 or more) were the most likely to have such codes; very small districts (enrollments of 200-2,999), were the least

likely. Written codes of student rights were much less prevalent; 34 percent of all respondents reported having a written code of student rights. The examples of written codes of student discipline and rights were drawn from the codes of school districts in ten different states. (Author/IRT)

ED 108 342 EA 007 259

Kennedy, Joseph

#### Kindergarten and First Grade Minimum Entrance Age Policies. An ERS Information Aid.

Educational Research Service, Washington, D.C.  
Pub Date 75

Note—38p.

Available from—Educational Research Service, Inc., 1815 North Fort Myer Drive, Arlington, Virginia 22209 (\$5.00, payment must accompany orders of \$10.00 or less)

#### Document Not Available from EDRS

Descriptors—\*Administrative Policy, \*Age, \*Age Grade Placement, Early Childhood Education, Kindergarten Children, \*Primary Education

Nationwide, the most frequently reported minimum age for entrance to kindergarten is five or before the following January first. The most frequently reported minimum age for children to enter first grade is six years on or before January first. These are the findings of a survey completed in 1974. The results further showed that the most common exception to these minimum entrance age requirements is evidence of advanced maturity as measured by tests, interviews, and recommendations. The survey of selected school programs and administrative practices consisted of a questionnaire sent to 1,269 school systems in four strata: large (25,000 or more pupils), medium (12,000 to 24,999), small (3,000 to 11,999), and very small (300 to 2,999). Of the systems responding from all strata, 543 answered the following questions: What is your official policy with respect to the minimum age at which a child is admitted to kindergarten or first grade? Does your school system make exceptions to this policy? If yes, please explain the exceptions. A table lists the individual entrance age policies of the 543 responding systems. (Author)

ED 108 343 80 EA 007 260

Browder, Lesley H., Jr.

#### Who's Afraid of Educational Accountability? (A Representative Review of the Literature).

Colorado State Dept. of Education, Denver.  
Cooperative Accountability Project.

Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.

Pub Date 75

Note—66p.

Available from—CAP, Colorado Department of Education, 1362 Lincoln Street, Denver, Colorado 80203 (Single copy Colorado requestors only); SEAR, Wisconsin Department of Public Instruction, 126 Langdon Street, Madison, Wisconsin 53702 (All other requests)

EDRS Price MF-\$0.76 HC-\$3.32 PLUS

#### POSTAGE

Descriptors—\*Bibliographies, Change Strategies, Cost Effectiveness, \*Educational Accountability, Educational Assessment, Educational Objectives, Elementary Secondary Education, Evaluation, Feedback, \*Literature Reviews, Management by Objectives, Models, Technical Assistance

Identifiers—Elementary Secondary Education Act Title V, ESEA Title V

The work presented in this monograph is the author's own attempt to piece together a representative review of the literature on educational accountability; this attempt admittedly overlooks many works, does not always offer "the best" works (simply representative ones), and is patterned after the author's own observations of what is important and what is not—plainly a matter of individual judgment. The plan for this literature review is to offer (1) an overview of accountability, 1974; (2) a review of definitions and concepts; (3) a look at expressions of the accountability concept applied to public education; (4) an overview of accountability models; and (5) some continuing issues and concluding remarks. A list of references (not to be regarded as a definitive bibliography) is offered at the end. (Author/DW)

ED 108 344 80 EA 007 261

Accounting for Accountability.

Colorado State Dept. of Education, Denver.  
Cooperative Accountability Project.

Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.

Pub Date 75

Note—40p.

Available from—State Educational Accountability Repository, Wisconsin Department of Public Instruction, 126 Langdon Street, Madison, Wisconsin 53702

EDRS Price MF-\$0.76 HC-\$1.95 PLUS

#### POSTAGE

Descriptors—Communication (Thought Transfer), \*Community Involvement, \*Cost Effectiveness, \*Educational Accountability, \*Educational Assessment, Elementary Secondary Education, Evaluation, Regional Cooperation

Identifiers—Elementary Secondary Education Act Title V, ESEA Title V

This publication reports on two Regional Educational Accountability Conferences on Techniques sponsored by the Cooperative Accountability Project. Accountability is described as an "emotionally-charged issue" and an "operationally demanding concept." Overviews of accountability, major speakers emphasized that accountability is a means toward efficiency in education, and necessary to provide evidence of accomplishment. Accountability focuses on successful outcomes and basically speaks to the idea of quality control. Accountability issues, roles of participants, assessment and evaluation, costing techniques, and communication and public involvement were discussed in workshop sessions that emphasized practical information and techniques. Conference summary statements indicated that accountability is here to stay; techniques have been developed, but await perfecting; and accountability at the local level may bring excitement to education. (DW)

ED 108 345 EA 007 262

#### Resources for R&D: 18 Institutional Capability Statements of Eighteen Contractors.

Council for Educational Development and Research, Washington, D.C.

Pub Date 75

Note—110p.

EDRS Price MF-\$0.76 HC-\$5.70 PLUS

#### POSTAGE

Descriptors—Computer Science, \*Curriculum Development, Early Childhood Education, Educational Administration, \*Educational Research, Educational Researchers, Elementary Secondary Education, Evaluation, \*Federal Aid, Individualized Instruction, Instructional Materials, \*Program Development, Research, \*Research and Development Centers, Research Utilization, Student School Relationship, Teacher Education, Testing, Vocational Education

The 18 member institutions of the Council for Educational Development and Research, Inc., constitute a national resource for conducting high-quality research and development and related technical assistance. Created in the mid-sixties by the federal government, and working in all 50 states, these institutions maintain multidisciplinary staffs and specialized facilities for doing research, development, evaluation, and training. This booklet describes the particular focus, interest, and expertise of each CEDaR member institution. In addition, each discusses its own capabilities in terms of resources, staff, and facilities. The institutions' particular research and development processes are described, along with a listing of institutional accomplishments. Agencies needing work performed relating to research, development, evaluation, or training will find the booklet a helpful reference list of qualified contractors. Each institution has experience performing both small-scale projects and multiyear programs. Their expertise ranges from work in early adolescence through adult education, and basic research through product development and dissemination. Curriculum development, large-scale evaluation and monitoring, and management training are all included. (Author/DW)

ED 108 346 EA 007 263

Thompson, Dean And Others

#### Discipline and the Educational Rights of the Majority. OSSC Bulletin, Vol. 18, No. 9.

Oregon School Study Council, Eugene.

Pub Date May 75

Note—31p.



Available from—Oregon School Study Council, 124 College of Education, University of Oregon, Eugene, Oregon 97403 (\$1.50, quantity discounts)

**EDRS Price MF-\$0.76 HC-\$1.95 PLUS POSTAGE**

**Descriptors**—\*Administrator Attitudes, Delinquency, \*Discipline, Discipline Problems, Due Process, Elementary Secondary Education, \*Legal Responsibility, Metropolitan Areas, Noninstructional Responsibility, State Surveys, Student Rights, \*Teacher Attitudes, \*Urban Education

Discipline of disruptive students can create teaching problems, consume instructional time, and generate legal problems that hinder the rights of the innocent students to gain optimal education. An Oregon statewide survey reporting teacher attitudes toward discipline suggests that needed changes include a greater conformity to established school regulations, revision of the Oregon compulsory attendance law, and the establishment of alternative schools for deviant youth. The administrator attitude, reported by a senior high school vice-principal, reflects concern over rising juvenile crime and the apparent inability of police, juvenile court, and education agencies to punish or deter juvenile offenders. Inconsistencies in state laws are said to contribute to the problem. The legal perspective, reported by a school district attorney, suggests that due process is appropriate and necessary for protection of student rights, and that the law allows reasonable disciplinary action and eventual expulsion for disruptive students. (DW)

**ED 108 347 EA 007 264**

*Vosbeck, R. Randall*  
**Facilities for People Who Learn Differently.**  
Pub Date Feb 75

Note—12p.; Paper presented at the Annual Convention of the American Association of School Administrators (107th, Dallas, Texas, February 21-24, 1975)

**EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE**

**Descriptors**—Architects, Architectural Barriers, Community Involvement, \*Exceptional Students, \*Facility Guidelines, Facility Planning, \*Facility Requirements, Flexible Facilities, \*Handicapped Students, Learning Characteristics, Learning Processes, School Personnel, \*Special Education

**Identifiers**—Mainstreaming

Our judicial system has upheld the rights of all young people, no matter what the severity of their learning problems, to equal treatment, education, and opportunity. It is proving possible to accommodate a broad range of exceptional children in the educational mainstream, with emphasis not on how a child is disabled but on the specific characteristics of his learning abilities and constraints. A central concern is to relate the educational and architectural professions in ways that can deal most productively with the needs of exceptional children and of special education. A few specific guidelines are offered for designing or renovating a facility to accommodate special education. (Author/MLF)

**ED 108 348 EA 007 265**

*Williams, Fred D.*  
**Working Effectively With State Legislature.**  
Pub Date 23 Feb 75

Note—10p.; Paper presented at the Annual Convention of the American Association of School Administrators (107th, Dallas, Texas, February 21-24, 1975)

**EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE**

**Descriptors**—Administrator Attitudes, \*Administrator Role, \*Communication Skills, \*Educational Administration, Educational Legislation, \*Elementary Secondary Education, Legislators, Political Attitudes, Political Influences, Political Power, \*Politics, \*State Government

This presentation is predicated on the belief that local school leaders must become more actively engaged in increasing effectiveness with state legislators. Political activity cannot be left to state educational associations, rather, school administrators must assume a continuous, active role in the political process without becoming partisan. Effective communications with state legislators, based on credibility, content, clarity, and currency in a face-to-face, one-on-one approach, are preferable to written communications. (Author/DW)

**ED 108 349 EA 007 266**

*Lauer, Linonel*

**[Training and Utilization of Administrators for Urban School Systems: The School District's Perspective.]**

Pub Date 22 Feb 75

Note—6p.; Paper presented at the Annual Convention of the American Association of School Administrators (107th, Dallas, Texas, February 21-24, 1975)

**EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE**

**Descriptors**—\*Administrator Education, \*Assistant Principals, Certification, Credentials, Elementary Secondary Education, Leadership Training, \*Management Development, Management Education, Minority Groups, \*Urban Education

**Identifiers**—\*Philadelphia Public Schools

To meet the need for administrators from minority populations, the Philadelphia School District developed an administrator training program. The program developed a personnel pool of trainees including doctoral degree candidates and vice-principals working toward certification. Administrative internships were part of the training program. Fifty people who are currently vice-principals or administrative assistants are graduates of the program. The school district sees the program as worthwhile in meeting the needs of student unrest, racial confrontation, and underrepresentation of minority groups in leadership positions. (DW)

**ED 108 350 EA 007 267**

*Stanwick, Mary Ellen*

**Patterns of Participation. A Report of a National Survey of Citizen Participation in Educational Decision Making.**

Institute for Responsive Education, Boston, Mass.  
Pub Date Apr 75

Note—98p.

Available from—Institute for Responsive Education, 704 Commonwealth Avenue, Boston, Massachusetts 02215 (\$4.00)

**EDRS Price MF-\$0.76 HC-\$4.43 PLUS POSTAGE**

**Descriptors**—Advisory Committees, \*Citizen Participation, Community Involvement, Community Organizations, Community Role, Decentralization, \*Decision Making, \*Directories, Elementary Secondary Education, \*Governance, \*National Surveys

For the reader who wants to know in general terms about the current status of citizen participation in educational decision-making, a descriptive account of a national survey and a summary of the findings are presented. A section containing the results of an opinion portion of the survey should also be of interest to the general readers. Two directory sections are included: one lists school districts reporting citizen participation activity, and one lists active citizen organizations. The participant groups are divided into two categories: Category 1 organizations are those whose role in educational decision-making is defined by the school district; Category 2 groups are private, nonprofit organizations not formally associated with the school system, but concerned with educational policy and practice in a local school district. While there is evidence of quantitative increase—more groups and more activity—the survey has produced nothing that would indicate any important shift in the way that schools are governed. Much of what was learned about the participation of citizens in educational decision-making does, however, offer some cause for hope for the future. (Author/IRT)

**ED 108 351 EA 007 268**

*Higginbotham, Richard L.*

**Preparation for Bargaining: Negotiation and Administration of the Contract.**

Pub Date Feb 75

Note—9p.; Paper presented at the Annual Convention of the American Association of School Administrators (107th, Dallas, Texas, February 21-24, 1975)

**EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE**

**Descriptors**—Administrator Role, \*Collective Bargaining, \*Collective Negotiation, \*Contracts, Educational Administration, Elementary Secondary Education, Employer Employee Relationship, Grievance Procedures, \*Guidelines, Negotiation Agreements, \*Unions

Every state will soon have some negotiation law covering school employees. If negotiation is an adversary process between two powers, then there has to be a balance of power between the school board and union. Today unions have more actual and potential power than school management. Unions spend great sums of money preparing for negotiations and training negotiators. School districts also must spend money and learn to work together on the local, state, and national levels, or they will lose their rights to union whipsawing. Negotiation must be viewed as a continuous and permanent management function that requires careful advance planning. After a contract has been ratified, principals and supervisors will need inservice training on contract maintenance and labor relations. It is of prime importance that the board have a well-written contract, especially those clauses dealing with board rights, grievance procedures, and bargaining unit representation. Unionized teachers hope to take power from school boards and the citizens they represent; to protect the rights of the board, taxpayers, and students of a school district demands serious attention and determination. (Author/JG)

**ED 108 352 EA 007 269**

*Grealy, Joseph L.*

**Making Schools More Secure.**

Pub Date 22 Feb 75

Note—16p.; Paper presented at the Annual Convention of the American Association of School Administrators (107th, Dallas, Texas, February 21-24, 1975)

**EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE**

**Descriptors**—\*Alternative Schools, Crime, \*Delinquency Prevention, Elementary Secondary Education, Federal Legislation, Police School Relationship, \*Schools, \*School Vandalism, \*Security

The president of the National Association of School Security Directors, citing many specific incidents of school vandalism and personal assault and battery, states that the safety and security of school personnel and facilities are necessary requirements for effective education. The author's approach to a school security program is to determine the facts and involve the students, parents, and the school. Many school systems have implemented an alternative school program that attempts to identify a disruptive student's problem, treat it, and get him back into his regular classroom as quickly as possible. The federal Juvenile Justice and Delinquency Prevention Act of 1974 lists five different techniques to deal with the prevention of juvenile delinquency, and one of them utilizes programs in elementary and secondary schools. (Author/MLF)

**ED 108 353 EA 007 270**

*Garberina, William L., Jr.*

**The Principal as Powerbroker.**

Pub Date 2 Apr 75

Note—31p.; Paper presented at the Annual Meeting of the American Educational Research Association (60th, Washington, D.C., March 31-April 4, 1975)

**EDRS Price MF-\$0.76 HC-\$1.95 PLUS POSTAGE**

**Descriptors**—Case Studies, Education, Educational Policy, Elementary Education, \*Organizational Policy, \*Political Influences, Politics, \*Power Structure, \*Principals

The purpose of this paper is to examine the variables affecting the power relationships between an elementary principal, his superordinates, and his subordinates as they relate to the conversion of policy decisions into organizational practices. With the centralization of school districts, the increased pressure for community participation in school decisions, the rise of teacher militancy, and the push for a code of students' rights, power relationships in school systems have been in a state of flux. The model presented is based on data collected when the author was participant-observer in a school district. (Author/IRT)

**ED 108 354 EA 007 272**

*Dubois, Sheila V. C., Ed.*

**Curriculum Development: Priorities, Process, Product and Problems. Ontario Association for Curriculum Development Annual Conference (23rd, Toronto, Ontario, November 7-9, 1974).**

Ontario Association for Curriculum Development, Toronto.

Pub Date Nov 74

Note—128p.; Related documents are ED 077 125 and ED 081 065

Available from—Ontario Association for Curriculum Development, 1260 Bay Street, Toronto, Ontario M5R 2B5 (\$3.00)

#### Document Not Available from EDRS

Descriptors—\*Conference Reports, \*Curriculum Design, \*Curriculum Development, \*Curriculum Planning, \*Curriculum Problems, Elementary Secondary Education

Identifiers—Ontario

This conference record is organized according to the kinds of sessions that were held: general sessions, which include the keynote speech and the banquet speech; discussion groups, which were divided according to four topics—priorities, processes, products, and problems; the French group; and the annual banquet and business session. An appendix contains the Ontario Association for Curriculum Development Constitution and some background materials presented to the discussion groups. (IRT)

ED 108 355 EA 007 273

Resnick, Lauren B.

#### The Science and Art of Curriculum Design.

Pittsburgh Univ., Pa. Learning Research and Development Center.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C. Career Education Program.

Report No.—LRDC-1975/9

Pub Date 74

Note—45p.

EDRS Price MF-\$0.76 HC-\$1.95 PLUS POSTAGE

Descriptors—Course Objectives, Criterion Referenced Tests, \*Curriculum Design, Curriculum Development, Educational Assessment, Educational Environment, \*Educational Research, Elementary Secondary Education, Instructional Materials, \*Models, \*Task Analysis

This paper presents a model of an interactive model for instructional research and development that might yield both curriculum products and scientific knowledge concerning learning and instruction. Curriculum development is discussed as an applied science and as an art, using specific research and development efforts conducted at the Learning Research and Development Center to highlight the present and potential character of the interactive model. Consideration is given to the roles of task analysis, diagnosis of learner characteristics, design of curricula and learning environments, and assessment and evaluation in the development of instructional programs. (Author)

ED 108 356 EA 007 274

Null, Don A.

#### PPBS: Suggestions for Implementation.

Indiana State Dept. of Public Instruction, Indianapolis.

Pub Date Oct 73

Note—34p.

EDRS Price MF-\$0.76 HC-\$1.95 PLUS POSTAGE

Descriptors—Educational Assessment, \*Educational Objectives, Educational Programs, Elementary Secondary Education, \*Management by Objectives, Management Information Systems, \*Management Systems, \*Program Administration, Program Budgeting, \*Program Planning

Identifiers—Fort Wayne, Indiana, PPBS, \*Program Planning and Budgeting System

This booklet discusses approaches and procedures for implementing a program planning and budgeting system (PPBS) in a school district. Focus of the discussion is strictly on implementation procedures; no effort is made to describe the background of the basic concepts of PPBS. The author refers frequently to his involvement and experiences in a PPBS implementation effort in the Fort Wayne community schools. The appendix presents specific information about the Fort Wayne program, including its implementation timetable, program structure, estimated budget for 1972, and strategy for evaluating instructional programs. A bibliography of publications dealing with behavioral objectives in general and PPBS in particular is also included. (JG)

ED 108 357 EA 007 275

#### This We Believe: Secondary Schools in a Changing Society. A Statement on Secondary Education.

National Association of Secondary School Principals, Washington, D.C.

Pub Date 75

Note—62p.

Available from—NASSP Publication Sales, 1904 Association Drive, Reston, Virginia 22091 (\$3.00, quantity discounts, payment must accompany orders of \$10.00 or less)

EDRS Price MF-\$0.76 PLUS POSTAGE. HC Not Available from EDRS.

Descriptors—Articulation (Program), Cocurricular Activities, \*Curriculum Design, \*Educational Improvement, Educational Objectives, Governance, Graduation Requirements, Guidance Services, Instructional Improvement, \*Secondary Education, \*Social Change, \*Youth Opportunities

This booklet is the report of a task force appointed by the National Association of Secondary School Principals to examine the contemporary American social scene and the place of secondary education within that context. The report focuses mainly on the educational program of secondary schools, rather than attempting to survey all aspects of secondary education. Throughout the report, a variety of recommendations and proposals are presented to aid school administrators in improving the educational program of their schools. Although the task force considered a number of relevant publications in the course of its work, the report is based primarily on the experience of the task force members. Each member is, or has been, a secondary school administrator. (Author/JG)

ED 108 358 EA 007 276

#### Student Publications. A Legal Memorandum.

National Association of Secondary School Principals, Washington, D.C.

Pub Date Oct 71

Note—7p.

Available from—National Association of Secondary School Principals, 1904 Association Drive, Reston, Virginia 22091 (\$0.25, quantity discounts, payment must accompany orders of \$10.00 or less)

EDRS Price MF-\$0.76 PLUS POSTAGE. HC Not Available from EDRS.

Descriptors—Administrative Policy, \*Administrator Guides, Civil Liberties, \*Court Cases, Court Litigation, High School Students, \*School Law, Secondary Education, \*Student Publications, \*Student Rights

This publication examines a number of court cases involving the publication and distribution of various publications by high school students. In *Scoville v. Board of Education of Joliet Township High School District 204*, the court ruled that the content of student publications may be regulated only when the administrator acts upon "a reasonable forecast of a substantial disruption of school activity." In *Schwartz v. Schuker and Katz v. McAulay*, the courts ruled that appropriate disciplinary action may differ for college students and high school students. In *Riseman v. School Committee of the City of Quincy*, the court ruled that students may distribute publications in school buildings in an "orderly and not substantially disruptive" way, outside of classes or study periods. However, the court also supported the principal's authority to regulate the time, place, and manner of distribution. Student publications guidelines from the New Jersey commissioner's decision, *Goodman v. Board of Education*, are presented to aid school administrators in establishing or modifying their own regulations. (JG)

ED 108 359 EA 007 277

#### The Confidentiality of Pupil School Records. A Legal Memorandum.

National Association of Secondary School Principals, Washington, D.C.

Pub Date 1 Sep 71

Note—7p.

Available from—National Association of Secondary School Principals, 1904 Association Drive, Reston, Virginia 22091 (\$0.25, quantity discounts, payment must accompany orders of \$10.00 or less)

EDRS Price MF-\$0.76 PLUS POSTAGE. HC Not Available from EDRS.

Descriptors—\*Administrator Guides, \*Confidential Records, \*Court Cases, Court Litigation, Elementary Secondary Education, Higher Education, Parent School Relationship, Personnel Data, \*School Law, \*Student Records, Student Rights

Court decisions generally establish the right of students and parents to have access to con-

fidential pupil records. In general, common law gives persons with a "real interest" (such as parents) the right to inspect student records. This doctrine is supported by the ruling in *Marmo v. New York City Board of Education* that an individual charged with a crime may inspect school records to determine the names and addresses of high school classmates, and by the decision in *Creel v. Brennan et al.* that an unsuccessful college applicant may view the materials submitted by his high school to ensure that he is not misrepresented by unfair or malicious evaluations. However, *Einhorn et al. v. Maus et al.* sustained high school officials' right to release to colleges and universities pupil records relating to nonacademic matters, and the court in *People v. Russel* ruled that college authorities may restrict public circulation of some school records. *Wagner v. Redmond and King v. Ambellan* established the right of school board members to inspect student records, where "sufficient interest" is shown. Personnel records appear to have a different status; the court in *Board of Trustees of Calaveras Unified School District v. Leach* ruled that they are not considered public, even to the personnel themselves. (JG)

ED 108 360 EA 007 278

#### The Regulation of Student Hair Styles. A Legal Memorandum.

National Association of Secondary School Principals, Washington, D.C.

Pub Date Nov 69

Note—5p.

Available from—National Association of Secondary School Principals, 1904 Association Drive, Reston, Virginia 22091 (\$0.25, quantity discounts, payment must accompany orders of \$10.00 or less)

EDRS Price MF-\$0.76 PLUS POSTAGE. HC Not Available from EDRS.

Descriptors—Civil Liberties, \*Court Litigation, \*Dress Codes, \*School Law, Secondary Education, \*Student Rights

Identifiers—\*Hair Length

The courts will entertain an action to consider the propriety of the suspension or expulsion of a student based on the student's hairstyle. The promulgator of the regulation, be it the principal or the board of education, bears a heavy burden of justification for the rule. The two recognized factors that might sustain a hairstyle regulation are: (1) protection of the health and welfare of the individual student, and (2) the need to prevent disruption that would directly interfere with the educational process. Unless one or both of these factors is present, it is likely that a court will not sustain a regulation of hairstyle or hair length. (Author)

ED 108 361 EA 007 279

#### Smoking in the Public Schools. A Legal Memorandum.

National Association of Secondary School Principals, Washington, D.C.

Pub Date 72

Note—7p.

Available from—National Association of Secondary School Principals, 1904 Association Drive, Reston, Virginia 22091 (\$0.25, quantity discounts, payment must accompany orders of \$10.00 or less)

EDRS Price MF-\$0.76 PLUS POSTAGE. HC Not Available from EDRS.

Descriptors—Civil Liberties, \*Court Litigation, \*School Law, Secondary Education, \*Smoking, \*State Legislation

As evidenced by statutory material, court decision, and school codes, the solution to the issue of smoking in the public schools is far from clear. Certain conclusions, nevertheless, can be drawn. Principals and all educators are faced with a question to which they must react. Whatever the case in the past, there is now undisputed knowledge that smoking is a causal factor in many injurious, debilitating, and often fatal diseases. Given this awareness, the question becomes whether or not to condone smoking on school premises ("allow" is not the proper term, as very often prevention is not within the practical power of the school principal). The National Association of Secondary School Principals (NASSP) suggests that student smoking lounges may well implicitly promote smoking in the public schools. Therefore, in lieu of establishing them, NASSP suggests that intensive educational programs to inhibit and/or finally terminate

smoking be instituted. NASSP also recognizes the imperative need to involve students, faculty, parents, and the community-at-large in deliberations on this sensitive subject. (Author)

**ED 108 362** EA 007 280  
**Search and Seizure: Right to Privacy. A Legal Memorandum.**

National Association of Secondary School Principals, Washington, D.C.  
Pub Date Mar 73

Note—7p.

Available from—National Association of Secondary School Principals, 1904 Association Drive, Reston, Virginia 22091 (\$0.25, quantity discounts, payment must accompany orders of \$10.00 or less)

**EDRS Price MF-\$0.76 PLUS POSTAGE. HC Not Available from EDRS.**

Descriptors—Civil Liberties, \*Court Litigation, \*School Law, \*Search and Seizure, Secondary Education, \*Student Rights  
Identifiers—\*Student Search

Although the law generally allows administrators to search lockers, this should not be viewed as a carte blanche right. Students do have some ownership rights, particularly with regard to other students. School officials are charged by the state with operating the schools and safeguarding the health, welfare, and safety of students and school personnel; therefore, when drugs, weapons, or other dangerous materials are suspected, the principal has not only the right but the duty to make a thorough investigation. Fishing expeditions as a matter of school policy are not advised. A general search of all lockers in reaction to a bomb threat or widespread drug abuse can be justified as a proper exercise of school authority. A search, of course, may be made by a police officer with a valid warrant or in connection with a valid arrest. If police are involved, however, parents should be notified and the principal or another school official should be present at the time of the search. In all instances, a complete report of the incident including names of witnesses and other pertinent information should be recorded immediately. One suggestion that can be drawn from these cases is that a school should publicize its locker policy. (Author)

**ED 108 363** EA 007 281  
**Student Marriage and Pregnancy. A Legal Memorandum.**

National Association of Secondary School Principals, Washington, D.C.

Pub Date Jan 73

Note—7p.

Available from—National Association of Secondary School Principals, 1904 Association Drive, Reston, Virginia 22091 (\$0.25, quantity discounts, payment must accompany orders of \$10.00 or less)

**EDRS Price MF-\$0.76 PLUS POSTAGE. HC Not Available from EDRS.**

Descriptors—Civil Liberties, \*Cocurricular Activities, \*Court Litigation, \*Married Students, \*Pregnant Students, School Law, Secondary Education, \*Student Rights

The following guidelines emerge from recent court decisions: (1) the right to an education is a fundamental property right not to be denied unless an overriding public interest is served; (2) marriage is not sufficient grounds for exclusion of a student from regular academic or extracurricular activities; and (3) pregnancy, whether the girl is married or unmarried, does not appear to be sufficient grounds for exclusion from the regular academic curriculum and probably even extracurricular activities. In the case of a pregnant student, any exclusion from activities or curriculum should be based on immediate concern for the student and unborn child. A physician should be allowed to determine the extent of academic and extracurricular participation, with mutual agreement, if possible, of the student and her parents. Schools can exclude married and/or pregnant students from regular attendance at school or participation in extracurricular activities only under the burden of proof to show that the student in question is immoral, causes substantial disruption in the school operation, or presents a clear and present danger to the health, welfare, and safety of other students. (Author)

**ED 108 364**

Herbold, Paul E., Ed.

**Non-Student Use of School Property: Civil Liberties vs. Public Responsibility. A Legal Memorandum.**

National Association of Secondary School Principals, Washington, D.C.

Pub Date Apr 73

Note—9p.

Available from—National Association of Secondary School Principals, 1904 Association Drive, Reston, Virginia 22091 (\$0.25, quantity discounts, payment must accompany orders of \$10.00 or less)

**EDRS Price MF-\$0.76 PLUS POSTAGE. HC Not Available from EDRS.**

Descriptors—Civil Disobedience, \*Civil Liberties, \*Court Litigation, Demonstrations (Civil), \*Freedom of Speech, \*School Buildings, \*School Law, Secondary Education

The current status of the law concerning the right of persons not connected with school programs or activities to exercise their freedom of expression and assembly in the immediate vicinity of schools, insofar as they relate to picketing, leafletting, speech, and noise, may be summarized as follows. Classrooms and premises of public schools are under the control of the state, which has the power to regulate their use; interruptions of the educational process by outsiders may be prohibited; while peaceful picketing will be allowed, occupations of buildings to shut them down, the invasion of classrooms, and the deliberate making of noise that interferes with classes will not be permitted; school officials may specify under what conditions speakers, picketers, pamphleteers, or other demonstrators may function within a school building; persons seeking to exercise their rights to free speech or peaceable assembly prior to or after school hours in ways that are not actually or imminently violent may do so on public premises near school facilities; and, denial of access to school property by school authorities has usually been held to be permissible if the terms of denial are carefully and clearly drawn. (Author)

**ED 108 365**

**The Legal Status of the Principal. A Legal Memorandum.**

National Association of Secondary School Principals, Washington, D.C.

Pub Date Sep 73

Note—5p; Revised

Available from—National Association of Secondary School Principals, 1904 Association Drive, Reston, Virginia 22091 (\$0.25, quantity discounts, payment must accompany orders of \$10.00 or less)

**EDRS Price MF-\$0.76 PLUS POSTAGE. HC Not Available from EDRS.**

Descriptors—Administrator Role, Change Strategies, \*Educational Legislation, Elementary Secondary Education, Group Status, Legal Responsibility, \*Models, \*National Surveys, \*Principals, School Law, \*State Legislation

This publication updates a survey originally conducted in 1970 to determine the legal status of school principals in each of the 50 states and the District of Columbia. States were categorized in four groups on the basis of similarities in their laws relating to principals. Category A includes 15 states in which principals have attained at least the basic elements of legal status; category B includes 6 states with school codes that frequently mention specific duties and responsibilities of principals; category C includes 18 states with school codes that occasionally mention specific duties and responsibilities of principals; and category D includes 12 states where principals have clearly not attained a legal status of identity separate from teachers. The importance of establishing a separate legal identity for principals is discussed, and possible strategies for achieving passage of the necessary state legislation are suggested. A prototype bill modeled after statutes enacted in Illinois, Michigan, and Texas is presented as a model for use in states currently without such legislation. (Author/JG)

**ED 108 366**

Nolte, M. Chester, Ed.

**The Administrator's Right to Continuing Employment. A Legal Memorandum.**

National Association of Secondary School Principals, Washington, D.C.

EA 007 282

Pub Date Sep 73

Note—7p.

Available from—National Association of Secondary School Principals, 1904 Association Drive, Reston, Virginia 22091 (\$0.25, quantity discounts, payment must accompany order of \$10.00 or less)

**EDRS Price MF-\$0.76 PLUS POSTAGE. HC Not Available from EDRS.**

Descriptors—\*Administrative Personnel, \*Board Administrator Relationship, \*Court Cases, Court Litigation, Due Process, Elementary Secondary Education, Employer Employee Relationship, \*Employment Practices, Principals, School District Autonomy, \*School Law  
This publication discusses public school administrators' legal rights to continuing employment, as established by litigation in state and federal courts. Although the number of court cases dealing with school administrators' employment rights has been relatively small, a number of recent cases at both the federal and state levels are examined. Generally, school administrators have been considered employees who serve at the pleasure of the school board, and school boards have been granted wide discretion in hiring and firing administrators. However, there is a trend toward extending teachers' constitutional guarantees to school administrators as well. Principals have something of an advantage over superintendents and supervisors in this regard, since principals historically have been regarded as head teachers, rather than as agents of the school boards. (JG)

**ED 108 367**

**The Energy Crisis. A Legal Memorandum.**

National Association of Secondary School Principals, Washington, D.C.

Pub Date Dec 73

Note—5p.

Available from—National Association of Secondary School Principals, 1904 Association Drive, Reston, Virginia 22091 (\$0.25, quantity discounts, payment must accompany order of \$10.00 or less)

**EDRS Price MF-\$0.76 PLUS POSTAGE. HC Not Available from EDRS.**

Descriptors—Educational Facilities, \*Energy Conservation, \*Fuel Consumption, Schools, Secondary Education

The energy crunch is being felt by everyone—at home, at work, and in the pocketbook. Schools, like others, are sharing in the efforts to conserve energy; thermostats are being turned down and lights are being turned off. Always in the vanguard of patriotism, schools throughout the country are among the first to initiate cutbacks in fuel and electricity to share in alleviating the crisis. The question of what more can be done, however, continues to perplex school principals and other administrators. Something "more" can always be done, it seems, but the time comes when the practical must be weighed against the impractical, and when some serious questions must be asked about priorities and values, and where education and the schools rank among them. A number of the important questions are presented here. (Author)

**ED 108 368**

Hyland, Timothy F.

**Non-Public Schools and the Fourteenth Amendment. A Legal Memorandum.**

National Association of Secondary School Principals, Washington, D.C.

Pub Date Sep 74

Note—7p.

Available from—National Association of Secondary School Principals, 1904 Association Drive, Reston, Virginia 22091 (\$0.25, quantity discounts, payment must accompany order of \$10.00 or less)

**EDRS Price MF-\$0.76 PLUS POSTAGE. HC Not Available from EDRS.**

Descriptors—\*Civil Liberties, \*Court Litigation, \*Due Process, Elementary Secondary Education, Equal Protection, Higher Education, Parochial Schools, Private Colleges, Private Schools, \*School Law, \*Student Rights, Supreme Court Litigation

While the status of the application of constitutional rights in public schools has become clearer because of court cases and statutes, the position of the private and parochial schools has remained vague. This paper examines the status of the private and parochial schools not only to determine how due-process requirements have been



extended to schools, but also to show which schools fall under the constitutional requirement. The legal principles and precedents affecting this distinction should also help public school principals to understand the legal basis for their constitutional responsibilities. So far, few cases have been successfully brought against nonpublic schools or their administrators on the basis of depriving students or teachers of due process or other constitutional rights. In making their decisions, courts have examined educational institutions for signs of governmental control or involvement. Most courts have not been convinced that contacts typically found, such as teacher certification, tax exemption, or financial aid to students in special programs, are sufficient to involve the application of the Fourteenth Amendment. (Author)

**ED 108 369** EA 007 287

Noller, M. Chester, Ed.

**Gender and Sexual Mores in Educational Employment. A Legal Memorandum.**

National Association of Secondary School Principals, Washington, D.C.

Pub Date Nov 74

Note—7p.

Available from—National Association of Secondary School Principals, 1904 Association Drive, Reston, Virginia 22091 (\$0.25, quantity discounts, payment must accompany order of \$10.00 or less)

**EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE**

**Descriptors**—Elementary Secondary Education, \*Employment Opportunities, \*Equal Opportunities (Jobs), Feminism, \*Homosexuality, \*Sex Discrimination, Women Teachers, \*Working Women

**Identifiers**—\*Womens Rights

Discrimination against women in public employment may soon be coming to an end. Since 1972, when the Equal Opportunity Act was expanded to include public schools, the cause of women's rights has been gaining momentum. Today, although there are no quotas for women and men in education, many districts are under affirmative action mandates to move toward full equality of women with men. The recent cases cited here lead to the conclusion that any difference in treatment between male and female teachers will be regarded as discrimination and vigorously prosecuted by the courts. Such differences in the standards applied to the conduct of teachers outside the classroom have opened up other questions related to sexual behavior and sexual choice by educators. The old common-law rules permitted teachers to be held to high moral standards even in their out-of-school behavior on the theory that the teacher was a moral exemplar in the community. Recent decisions seem to indicate a departure from this rule, and its replacement by one holding that the only basis for dismissal of a teacher is conduct adversely affecting the capacity to perform his or her inschool duties. (Author)

**ED 108 370** EA 007 288

Witkin, Belle Ruth

**An Analysis of Needs Assessment Techniques for Educational Planning at State, Intermediate, and District Levels.**

Alameda County Superintendent of Schools, Hayward, Calif.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date 19 May 75

Grant—NIE-G-74-0062

Note—182p.

**EDRS Price MF-\$0.76 HC-\$9.51 PLUS POSTAGE**

**Descriptors**—Communication (Thought Transfer), Educational Accountability, \*Educational Assessment, \*Educational Needs, \*Educational Objectives, \*Educational Planning, Elementary Secondary Education, \*Evaluation Methods, Higher Education, Measurement Techniques, Models, Needs, Program Evaluation, Regional Programs, Systems Approach

**Identifiers**—\*Needs Assessment

This report is intended primarily for educators who have the responsibility for conducting or managing a needs assessment at the school or district level. Although most of the material relates to local assessments in the elementary and secondary schools, some information has been included on statewide assessments and on emerging efforts

in community colleges and universities. The information was gathered from published and unpublished reports of needs assessments, examination of models, kits, and various instruments, and the (limited) theoretical and research literature in the field. The report is organized in three parts: Part 1, "The State of the Art," an overview of trends and major approaches; Part 2, "Needs Assessment Models," descriptions of the most widely available and characteristic models, together with some case studies of their application; Part 3, "How to Do It," management, some communication and other strategies, strengths and limitations, and social fairness issues. (Author)

**ED 108 371** EA 007 289

Hein, William H., Jr.

**Fast-Tracking Federally-Supported Construction of Educational Research and Development Facilities.**

Southwest Regional Laboratory for Educational Research and Development, Los Alamitos, Calif.

Report No—SWRL-TN-1-72-4

Pub Date 18 Feb 72

Note—10p.

**EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE**

**Descriptors**—\*Architectural Programing, Construction Costs, \*Construction Management, \*Cost Effectiveness, Decision Making, Educational Research, Facility Planning, \*Fast Track Scheduling, Federal Aid, Occupational Information, \*Research and Development Centers

This document reports the experience of the laboratory in applying the principles of construction management and fast-track scheduling in the planning and construction of the only noncampus facility in the United States constructed solely for educational research and development. The benefits resulting from the use of these techniques are set forth, together with suggested changes in the flow of decisions that should be incorporated into future projects of a similar nature. (Author)

**ED 108 372** EA 007 290

Follett, Joseph F.

**Educational System Design Considerations.**

Southwest Regional Laboratory for Educational Research and Development, Los Alamitos, Calif.

Report No—SWRL-TM-2-72-02

Pub Date 12 Sep 72

Note—44p.

**EDRS Price MF-\$0.76 HC-\$1.95 PLUS POSTAGE**

**Descriptors**—Criterion Referenced Tests, \*Educational Objectives, \*Educational Specifications, Educational Television, \*Futures (of Society), Individualized Instruction, Relevance (Education), \*School Planning, Skill Analysis, \*Systems Approach

It is posited that primary desired functions of an educational system are relevance, effectiveness, and efficiency, and that the objective of educational system design is state-of-the-art optimization of these functions. Based on this view, gross structures of the educational system and of associated educational architectural models addressing alternative time frames of practical interest are posited. A research and development program structure that is responsive to educational system production requirements of the different time frames is sketched. (Author)

**ED 108 373** EA 007 291

Leonard, Ann

**Installation of Educational Programs and Procedures: An Annotated Bibliography.**

Southwest Regional Laboratory for Educational Research and Development, Los Alamitos, Calif.

Report No—SWRL-TN-5-71-61

Pub Date 19 Jul 71

Note—20p.

**EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE**

**Descriptors**—\*Annotated Bibliographies, \*Change Strategies, Curriculum Development, \*Educational Innovation, Educational Resources, Elementary Secondary Education, \*Information Dissemination, Organizational Change, Post Secondary Education, Program Design, \*Publications, Public Relations

This annotated bibliography lists approximately 70 books and articles dealing with the installation

of educational programs and procedures, as well as a few additional publications dealing with information dissemination and public relations. Within each of the two sections, citations are listed alphabetically by author's name. (JG)

**ED 108 374** EA 007 299

**A Study for the Reorganization of Edmonds School District No. 15.**

Northwest Regional Educational Lab., Portland, Ore.

Pub Date Jun 75

Note—94p.

**EDRS Price MF-\$0.76 HC-\$4.43 PLUS POSTAGE**

**Descriptors**—Administration, \*Administrative Organization, Articulation (Program), \*Change Strategies, Curriculum Development, Decentralization, Educational Administration, Educational Assessment, Educational Needs, Elementary Secondary Education, Management by Objectives, Organization, \*Organizational Change, Organizational Effectiveness, Organizations (Groups), Personnel Selection, \*Principals, Program Coordination, \*Superintendents

**Identifiers**—\*Edmonds School District, Washington

The Select Advisory Board and the Northwest Regional Educational Laboratory project staff have analyzed and evaluated the need for reorganization in the district using the data, information, and organizational charts made available during the study. Recommended changes are appropriate because line and staff functions appear not to be accomplished effectively under the present organizational structure, which seems to have "just grown." The committee has attempted to look at the organization and the functions performed by the organization rather than at personalities. The specific recommendations focus on the principalship; the superintendency; the district's planning, research, and assessment; the question of centralization versus decentralization; and the district's personnel services. The advisory committee has developed four organizational plans for the district's consideration. Plan 1 is a modification of the present district structure. Plan 2 is a decentralized area or regional administrative organization with centralized functions. Plan 3 is a decentralized organization with modification of Plan 2 at the building and top administrative levels. Plan 4 is a centralized organization plan based on the organization recommended by the Washington study. The committee tended to lean toward a form of decentralization, essentially to get effective line supervision to a smaller number of school sites. (Author/IRT)

**ED 108 375** EA 007 300

Coleman, Peter

**Leadership and Loyalty: The Basic Value Dilemmas of the Educational Administrator in the 70's.**

Pub Date 21 May 74

Note—20p.; Paper presented at the Canadian Education Association Meeting (Banff, Alberta, May 21, 1974)

**EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE**

**Descriptors**—Conflict, \*Conflict Resolution, \*Decision Making, \*Educational Administration, Elementary Secondary Education, Leadership, Models, \*Organizations (Groups), Politics, Problem Solving, \*Values

**Identifiers**—\*Canada

Many educational decisions are made on issues over which conflict occurs because of value differences among the groups involved. The decision-making model proposed here is a political or conflict model. It defines an organization as stable patterns of interactions between coalitions of groups having a collective identity and pursuing interests and accomplishing tasks, coordinated through a system of authority. The main value dilemmas faced by educational administrators focus on what constitutes leadership and on who commands the loyalty of the administrator. Leadership value conflicts center on developing commitment to organizational goals, reconciling personal and group goals, delegating responsibility and authority rather than abdication, continuing a concern with organizational improvement rather than with mere survival, making decisions, and being both task-oriented and considerate. Loyalty—the most difficult, testing, and potentially damaging dilemma—involves three subissues: (1) professional loyalty conflicts

between colleagues, collegial standards, and organizational standards and expectations; (2) intraprofessional and interprofessional conflicts; and (3) conflicts between professionals and laymen, and conflicts arising out of political disputes within and between communities and their elected representatives, the trustees. (Author/IRT)

**ED 108 376** EA 007 301

Seager, G. Bradley, Jr.  
**A Feasibility Study for Diagnostic Analysis of Taped Supervisory Conferences.**

Pub Date Apr 75  
Note—7p.; Paper presented at the New England Educational Research Organization Meeting (Provincetown, Massachusetts, May 2, 1975)

**EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE**

Descriptors—Elementary Secondary Education, Instructional Improvement, Principals, \*Supervision, \*Supervisors, Supervisory Methods, \*Supervisory Training, \*Tape Recordings, \*Teacher Supervision

Following a classroom observation, an audio tape was made of a supervisory conference between the principal or other supervisor and the teacher. Two analyses of the principal's conference skills were then added to the tape together with editorial comments on the analyses, and the tape was then returned to the principal. At the time of the report, twenty-three tapes from nine principals or other supervisors had been analyzed by two of thirteen analysts. When several tapes had been analyzed for the same principal with different teachers, the investigator, the two analysts, and the principal met to discuss the value of the analyses to the principal. In each case the principal said that the analyses were very useful and that it was helpful to have the two analyses rather than one. There was no evidence in any of the tapes of conflict between the principal and the teacher. The conferences lasted between nine and thirty-five minutes, and no systematic methods of data analysis were made either by the principal or the analysts. Some principals and teachers pursued objectives in the conference that they agreed on in advance; others did not. The preliminary results of the feasibility study are encouraging, and further data are being collected and analyzed to continue the study. (Author)

**ED 108 377** 95 EA 007 302

Forbes, Roy H.  
**Determining Cost Effectiveness in Reading Instruction: A Feasibility Study. Final Report.**

Louisville Public Schools, Ky.  
Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Bureau No—BR-3-2501

Pub Date 29 Jan 75

Grant—NE-G-00-3-0142

Note—48p.

**EDRS Price MF-\$0.76 HC-\$1.95 PLUS POSTAGE**

Descriptors—\*Cost Effectiveness, \*Feasibility Studies, Primary Education, \*Program Costs, \*Program Effectiveness, Program Evaluation, \*Reading Programs, Student Characteristics

Identifiers—Kentucky, \*Louisville

The purpose of this study was to demonstrate the feasibility of a cost-effectiveness analysis approach. Eight instructional alternatives within three primary reading programs were studied in the Louisville Public Schools. Data collected covered program description and implementation, student characteristics, effectiveness measures, and costs. Program implementation data were used to adjust effectiveness measures. Students were grouped using characteristic data. By dividing the mean adjusted effectiveness measures by the per-pupil-program costs, a set of cost-effectiveness ratios was calculated that could be used to compare programs. The study generated information that indicates the possible feasibility of the approach. The utilization of three of the four data types suggested in determining the cost-effectiveness of instructional programs was successfully implemented. The utilization of a fourth type, implementation data, was not adequately accomplished. Therefore, the feasibility of the approach was not completely demonstrated. However, the study does suggest a high likelihood of feasibility and has pinpointed areas of implementation difficulties. Hopefully, the results of this effort, both negative and positive, will assist in the

development of a cost-effective methodology that can be used by the education practitioner. (Author)

**ED 108 378** EA 007 303

**Report of the Massachusetts Business Task Force for School Management.**

Massachusetts Advisory Council on Education, Boston.

Pub Date Dec 70

Note—107p.; Prepared in collaboration with the Associated Industries of Massachusetts; This study was directed by Warren King and Associates, Inc., Chicago

**EDRS Price MF-\$0.76 HC-\$5.70 PLUS POSTAGE**

Descriptors—Bibliographies, \*Educational Administration, \*Educational Facilities, \*Educational Finance, Educational Needs, Educational Planning, Elementary Secondary Education, \*Management Information Systems, \*Management Systems, Regional Cooperation, Statewide Planning

Identifiers—\*Massachusetts

This report is a detailed analysis of business practices within the Massachusetts public school system. It is the result of a three-month examination and evaluation of Massachusetts' schools by a volunteer task force of 33 corporation executives and managers. The evaluations and recommendations are organized into four major sections of the report. Section 1 summarizes the principal findings and recommendations of the task force; section 2 discusses the need for long-range planning, school district cooperation, and a statewide management information system; section 3 examines the issues of school funding, manpower, and facilities; and section 4 discusses different aspects of a school business management system, including fiscal management, facilities planning and acquisition, facilities operation and maintenance, transportation, materials procurement, food service, information systems, and interfacing systems. In addition, there is a bibliography of publications relevant to various school management topics, as well as a topical index of subjects discussed throughout the report. (JG)

**ED 108 379** EA 007 304

Cuttitta, Frederick F.

**Urban Principals' Administrative Behavior in Relation to Pupil Reading Achievement. Final Report.**

City Univ. of New York, Brooklyn, N.Y., Brooklyn Coll.

Pub Date Feb 75

Note—32p.; Faculty Research Award Program

**EDRS Price MF-\$0.76 HC-\$1.95 PLUS POSTAGE**

Descriptors—\*Academic Achievement, \*Administrator Role, Conflict Resolution, Decision Making, Educational Development, \*Educational Facilities, Elementary Secondary Education, \*Principals, School Administration, \*School Surveys, Staff Improvement, Tables (Data)

Identifiers—New York City

This study examines the possible relationship between principals' administrative behaviors and pupil reading achievement. Administrative interns assigned to 40 New York City schools during the 1973-74 school year observed principals' decision-making behaviors over a continuous period of 40 school days. Principals' behaviors were described in terms of four categories linked to Griffith's decision-making theory. Based on Griffith's theory, it was predicted that principals who emphasized appellate (conflict resolution) decisions and intermediary (school management) decisions rather than creative (educational program and staff development) decisions would be likely to head schools with below-normal average reading achievement. Findings of the study showed that, on the average, the 40 principals devoted less than 10 percent of their time to creative matters. As predicted, 35 of the 40 schools reported 55 percent or more of their pupils with below-normal achievement scores. (JG)

**ED 108 380** 88 EA 007 305

**Modeling: A Catalog of Comprehensive Educational Planning Component Models. 1975 Edition.**

New Jersey State Dept. of Education, Trenton.  
Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.

Pub Date 75

Note—267p.

**EDRS Price MF-\$0.76 HC-\$13.32 PLUS POSTAGE**

Descriptors—Educational Assessment, Educational Objectives, \*Educational Planning, Elementary Secondary Education, \*Merchandise Information, \*Models, Program Effectiveness, Program Evaluation, \*Program Planning, School Districts

Identifiers—Elementary Secondary Education Act Title III, ESEA Title III, New Jersey

The New Jersey Department of Education conducted a national search for existing materials and procedures related to one or more of the following categories: goal-setting procedures, objectives and existing banks of objectives, assessment procedures, guidelines for program selection, and evaluation of program effectiveness and efficiency. This catalog, the product of the search, is designed as a resource to provide schools with a survey of planning models in each of the categories and to assist districts in determining the appropriateness of individual models for their particular situations. The information is of three kinds: (1) identification of the planning category each model addresses; (2) identification of the original developer of the materials, the name of the publisher or distributor, and approximate costs; and (3) concise descriptions of each model extracted from original source material covering such information as overview, outline of procedures, and special features. (Author/MLF)

**ED 108 381** EA 007 306

Davis, John B., Jr.

**The Teacher Center as a Strategy for Local School Renewal.**

Pub Date 24 Feb 75

Note—13p.; Paper presented at the Annual Convention of the American Association of School Administrators (106th, Dallas, Texas, February 24-28, 1975)

**EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE**

Descriptors—\*Change Strategies, College School Cooperation, Curriculum Development, Educational Innovation, Elementary Secondary Education, Higher Education, \*Inservice Programs, \*Inservice Teacher Education, \*Parent School Relationship, School Community Relationship, \*Teacher Centers, Teacher Improvement

Identifiers—\*Minneapolis

The first Teacher Center in Minneapolis was developed in 1972 to meet the training needs of faculty and parents in the Southeast Alternatives sector. A year later, the center joined with the University of Minnesota and began to participate in new curriculum development at both the school and college level, blending preservice and inservice training. The unique aspect of the Minneapolis teacher centers is that the consumers (teachers, principals, or parents) determine to a great extent what they need to know and how they want to get it. By submitting a brief written proposal, they ask a governing board of teachers and parents for the money and means to get the desired training. This model encourages risk-taking, because no one has to admit a professional deficiency to those higher in the administrative structure. Although the Teacher Center arranges for training, the training takes place in a variety of settings. Training is for varying periods of time, depending on the project. The Teacher Center serves as an influence agency for the development of the school's programs, but it has no controlling role over the administration of a given school. (Author/JG)

**ED 108 382** EA 007 307

Ader, Jean

**Building Implications of the Multi-Option School Programme on Educational Building No. 2.**

Organisation for Economic Cooperation and Development, Paris (France).

Pub Date 75

Note—108p.; A related document is EA 006 959 Available from—OECD Publications Center, Suite 1207, 1750 Pennsylvania Avenue, N.W., Washington, D.C. 20006 (\$9.00)

**EDRS Price MF-\$0.76 PLUS POSTAGE. HC Not Available from EDRS.**

Descriptors—\*Building Plans, \*Case Studies, \*Educational Alternatives, \*Educational Facilities, Educational Programs, Facility Planning, \*Facility Requirements, Models, Problem Solving, School Buildings, School Organization, Secondary Education

Identifiers—Canada, Germany, Multiphase School, Sweden, United Kingdom

This publication is the second in a series of reports on educational buildings. This report deals with the multiphase school, a special type of secondary school designed to offer a broad choice of educational options and activities in response to changing educational and social needs. The report analyzes problems raised by the design and construction of multiphase schools and discusses the process of transforming theoretical models into practical buildings and equipment. The analysis emphasizes the need to base design projects and the briefing process on a study of the school's functions. In addition, the author examines ways to reconcile educational needs and various constraints through interdisciplinary cooperation, research and development, and teacher participation. Contained in the report are five case studies, which include plans, diagrams, and photographs of new school projects in Canada, Germany, Sweden, and the United Kingdom. (Author/JG)

ED 108 383 EA 007 308

Paterson, Lee T. Snyder, Frank B.  
**The Grievance Handbook.**  
Association of California School Administrators;  
Negotiation Support Service, Fullerton, Calif.

Pub Date 75

Note—68p.

Available from—The Association of California School Administrators, 1575 Old Bayshore Highway, Burlingame, California 94010 (\$8.00)

#### Document Not Available from EDRS

Descriptors—Administrative Policy, \*Administrator Guides, Administrator Role, Conflict Resolution, Educational Administration, Elementary Secondary Education, \*Employer Employee Relationship, \*Grievance Procedures, Management Education, \*Models, \*Personnel Policy

The purpose of this publication is to provide school administrators with new rules and procedures for dealing with school employees and their union representatives. Following a brief introductory chapter, chapter 2 discusses the philosophic background for the administrator's approach to grievance procedures. Chapter 3 analyzes the important elements of a grievance policy from the management point of view. Chapter 4 presents rules for effectively handling grievances at the individual school level. Chapter 5 discusses the role of higher-level administrators in the grievance process, and chapter 6 offers a training outline for instructing administrators in grievance handling. The appendix presents a model for a school district grievance handbook for use by administrators. (Author/JG)

ED 108 384 EA 007 309

Holland, John W. Skolnik, Michael L.  
**Public Policy and Manpower Development.**  
Ontario Inst. for Studies in Education, Toronto.  
Dept. of Educational Planning.

Pub Date 75

Note—152p.

Available from—The Ontario Institute for Studies in Education, 252 Bloor Street West, Toronto, Ontario, M5S 1V6 Canada (\$2.50)

#### Document Not Available from EDRS

Descriptors—Budgeting, Economics, \*Federal Programs, Labor Economics, Labor Legislation, \*Labor Market, \*Manpower Development, Manpower Needs, Manpower Utilization, Objectives, Policy, Policy Formation, \*Public Policy, State Government, \*State Programs

Identifiers—Canada, \*Ontario

This monograph was written in response to the perceived need for an examination of the role of manpower programs as components of public policy. Both manpower programs and related policies are examined in the context of the overall activities and purposes of government in Ontario and in the Canadian federal system. The importance of societal objectives as the frame of reference for public policy concerned with human development services, particularly manpower programs, is stressed. Part 1 is concerned with the meaning and purpose of manpower development. Part 2 deals with government participation in manpower development, specifically with the evolution of manpower policy in Canada and Ontario and with the accommodation of manpower activities in the public accounts. The final part focuses on the formulation of a manpower policy for Ontario. (Author/IRT)

ED 108 385

Crim, Roger D.

**A Brief Review of Year-Round School Plans with Cost Estimates for a Proposed Summer Term for Oxford District, Mississippi, Schools.**

Pub Date Jan 75

Note—16p.

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—Educational Finance, Elementary Secondary Education, \*Estimated Costs, \*Extended School Year, \*Program Costs, \*Summer Schools, \*Year Round Schools

Interest in extending the school year to make more efficient use of school facilities has been long standing. The most popular method of extending the school year is the summer session. Although widely popular with administrators, teachers, parents, and students, the summer session suffers from the same limitation as other extended school year plans—it costs more to operate than the regular year alone. The Lexington, Kentucky, comprehensive summer session has increased school costs by about 17 percent. A similar program in Rochester, Minnesota, uses a fee-tuition plan to lower the costs to about an 11 percent increase. The Polk County, Florida, 35-day session that can accommodate 50 percent of the student population costs an additional 6 percent over the regular school year. A voluntary summer term program for 50 percent of the Oxford district student population is estimated to cost about 6.3 percent of the regular school budget. If nonpromoted students are required to attend the summer session and the cost of these students repeating a year is deducted from the cost of the summer session, the net cost of the summer session drops to 3.8 percent of the regular budget. (Author/IRT)

ED 108 386

EA 007 311

**Policies for Innovation and Research-and-Development in Education.**

Organisation for Economic Cooperation and Development, Paris (France).

Pub Date Sep 74

Note—19p.; A statement of issues and conclusions by the OECD Education Committee

Available from—OECD Publications Center, Suite 1207, 1750 Pennsylvania Avenue, N.W., Washington, D.C. 20006 (Free)

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—\*Educational Change, Educational Environment, \*Educational Innovation, Educational Research, Elementary Secondary Education, Higher Education, \*Policy, \*Policy Formation, \*Social Factors

Policies for research and development and for innovation in education must be integrated within the broader societal context and their implementation must take into account the political and administrative structures of individual countries. Against this understanding, the discussion is presented in three stages: the creation of an environment within which the school can innovate, the need for a strategy for educational development, and the direct intervention of public authorities in the process of educational innovation. A final section makes the point that no coherent framework for the analysis of social change and, therefore, of educational innovation can exist without an underlying philosophy of the social processes involved. (Author/IRT)

ED 108 387

EA 007 312

**New Approaches to Secondary Education: Italian Problems and Prospects. Report on a Workshop (Frascati, Italy, May 4-8, 1970).**

Organisation for Economic Cooperation and Development, Paris (France). Centre for Educational Research and Innovation.

Report No.—82.656; CERI-EI-I-71.01

Pub Date 3 Nov 71

Note—102p.

Available from—OECD Publications Center, Suite 1207, 1750 Pennsylvania Avenue, N.W., Washington, D.C. 20006 (Free)

EDRS Price MF-\$0.76 HC-\$5.70 PLUS POSTAGE

Descriptors—\*Change Strategies, Educational Change, \*Educational Improvement, Educational Policy, Organizational Change, \*School Statistics, \*Secondary Education, Tables (Data), \*Workshops

Identifiers—\*Italy

EA 007 310

This report summarizes an international workshop held in 1970 to consider new approaches to Italian secondary education. At the conference, educational experts from the United Kingdom, France, West Germany, the United States, Norway, Sweden, and Yugoslavia, as well as two members of the Centre for Educational Research and Innovation met with 23 Italian educators, at the request of the Italian Ministry of Education. The report contains a number of papers prepared by conference participants, a summary of the opening address delivered to the conference by the Italian minister of education, reports of the small working groups at the conference, and the ten conclusions and recommendations adopted by workshop participants. In addition, Appendix 1 presents a variety of educational statistics relevant to upper secondary schools in Italy. (JG)

ED 108 388

EA 007 313

Maclure, Stuart

**Innovation in Education—Sweden. Technical Report.**

Organisation for Economic Cooperation and Development, Paris (France). Centre for Educational Research and Innovation.

Report No.—80.548; CERI-EI-71.02

Pub Date 8 Jun 71

Note—49p.; Related documents are ED 069 572 and EA 007 313-316

Available from—OECD Publications Center, Suite 1207, 1750 Pennsylvania Avenue, N.W., Washington, D.C. 20006 (Free)

EDRS Price MF-\$0.76 HC-\$1.95 PLUS POSTAGE

Descriptors—\*Case Studies, Change Agents, \*Change Strategies, Educational Administration, \*Educational Innovation, Educational Objectives, \*Educational Research, Elementary Secondary Education, \*Government Role, School Systems

Identifiers—\*Sweden

This publication is one in a series of case studies dealing with educational innovation in various western European countries and the United States. This particular report discusses educational innovation in Sweden. The author attempts to describe the basic structure and character of the Swedish educational system, in addition to examining specific educational innovations and strategies for reform. In his analysis, the author concentrates primarily on describing, rather than criticizing or commending, the Swedish situation. The appendix contains a descriptive table listing school research projects underway in Sweden during the 1968-69 school year. (JG)

ED 108 389

EA 007 314

Thomas, Helga

**Innovation in Education -- Germany. Technical Report.**

Organisation for Economic Cooperation and Development, Paris (France). Centre for Educational Research and Innovation.

Report No.—80.546; CERI-EI-71.03

Pub Date 25 Jun 71

Note—58p.; Related documents are ED 069 572 and EA 007 313-316

Available from—OECD Publications Center, Suite 1207, 1750 Pennsylvania Avenue, N.W., Washington, D.C. 20006 (Free)

EDRS Price MF-\$0.76 HC-\$3.32 PLUS POSTAGE

Descriptors—\*Case Studies, \*Change Agents, Curriculum Development, \*Educational Change, \*Educational Innovation, Educational Research, Educational Technology, \*Educational Trends, Elementary Secondary Education, Government Role, Organizational Change

Identifiers—\*Federal Republic of Germany

This publication is one in a series of case studies dealing with educational innovation in various western European countries and the United States. This particular report discusses educational innovation in the Federal Republic of Germany. Rather than simply describing different educational reforms, the author uses selected examples of innovations to elucidate some of the essential prerequisites and characteristics of the current reform movement in Germany. However, much of the report is devoted to examining different types of educational innovations and describing specific innovations that the author feels are of major importance. (JG)



**ED 108 390** EA 007 315

Sussmann, Lella O'Brien, Marie  
**Innovation in Education -- United States. Technical Report.**

Organisation for Economic Cooperation and Development, Paris (France). Centre for Educational Research and Innovation.  
 Report No.—80.536; CERL-EI-71.05  
 Pub Date 8 Jun 71

Note—61p.; Related documents are ED 069 572 and EA 007 313-316

Available from—OECD Publications Center, Suite 1207, 1750 Pennsylvania Avenue, N.W., Washington, D.C. 20006 (Free)

**EDRS Price MF-\$0.76 HC-\$3.32 PLUS POSTAGE**

**Descriptors**—\*Case Studies, \*Change Agents, \*Change Strategies, \*Curriculum Development, \*Educational Innovation, \*Educational Research, \*Educational Technology, \*Educational Trends, \*Elementary Secondary Education, \*Government Role  
**Identifiers**—\*United States

This publication is one in a series of case studies dealing with educational innovation in various western European countries and the United States. This particular report discusses educational innovation in the United States. Because of the great number and diversity of recent innovations in American schools, the authors concentrate mainly on discussing different types of innovations, rather than examining specific innovations in detail. In addition, the authors discuss the process of innovation in the United States, sources of pressure for innovation, and the need for educational research and researchers. (JG)

**ED 108 391** EA 007 316

Corbett, Anne  
**Innovation in Education -- England. Technical Report.**

Organisation for Economic Cooperation and Development, Paris (France). Centre for Educational Research and Innovation.  
 Report No.—80.547; CERL-EI-71.06  
 Pub Date 28 Jun 71

Note—47p.; Related documents are ED 069 572 and EA 007 313-316

Available from—OECD Publications Center, Suite 1207, 1750 Pennsylvania Avenue, N.W., Washington, D.C. 20006 (Free)

**EDRS Price MF-\$0.76 HC-\$1.95 PLUS POSTAGE**

**Descriptors**—\*Case Studies, \*Change Agents, \*Change Strategies, \*Educational Innovation, \*Educational Research, \*Elementary Secondary Education, \*Government Role, \*Organizational Change, \*School District Autonomy  
**Identifiers**—\*England

This publication is one in a series of case studies dealing with educational innovation in various western European countries and the United States. This particular report discusses educational innovation in England. Because the British central government is much less involved in educational matters than are many other governments, English educational innovations originate from diverse sources and tend to be very pragmatic in approach. For this reason, the author devotes much of her analysis to examining who the innovators are in English education, what they are trying to change, and where the obstacles to educational change lie. Three examples of recent innovations are described to illustrate different approaches to educational innovation in England. (JG)

**ED 108 392** EA 007 317

Steele, Marilyn  
**Declining Enrollments: Problem or Opportunity?**  
 Pub Date 22 Feb 75

Note—25p.; Paper presented at the Annual Convention of the American Association of School Administrators (107th, Dallas, Texas, February 21-24, 1975)

**EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE**

**Descriptors**—\*Budgeting, \*Community Education, \*Community Resources, \*Community Schools, \*Enrollment Trends, \*School Community Programs, \*School Community Relationship, \*School Statistics, \*Shared Facilities  
**Identifiers**—\*Grand Rapids, Michigan

The basic assumption of this paper is that unused and underused public school buildings are appropriate facilities to become opportunity centers for neighborhood citizens of all ages. A

detailed case study of a community education program in Grand Rapids, Michigan, illustrates this assumption, and a brief historical summary of changing population statistics documents the enrollment decline. The description of community education in Grand Rapids details uses of empty classrooms, alternative offerings in adult education, leisure activities, a factory-based industrial program, and the use of related community facilities for educational purposes. A budget summary of the Grand Rapids program is included in Appendix A. (Author)

**ED 108 393** EA 007 318

Olson, Thomas A.  
**Coping with the Instructional Dimensions of Competency-Based Graduation Requirements.**

Pub Date 3 Apr 75  
 Note—9p.; Paper presented at the Annual Meeting of the American Educational Research Association (60th, Washington, D.C., March 31-April 4, 1975); A related document is EA 007 319

**EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE**

**Descriptors**—\*Educational Alternatives, \*Educational Assessment, \*Educational Change, \*Educational Objectives, \*Educational Research, \*Elementary Secondary Education, \*Graduation Requirements, \*Instructional Design, \*Performance Based Education, \*Senior High Schools

**Identifiers**—Oregon, \*Survival Competencies

The Oregon competency-based graduation requirements—survival competencies—are motivated not so much by public demands for accountability in the normal sense of improved "efficiency" as by the desire to bring about a greater range of alternative learning settings and experiences. There are two sets of research and development questions related to the instructional dimensions of the graduation requirements. One set deals with technical and process concerns such as setting goals, finding adequate assessment and evaluation devices, and establishing improved procedures for instructional design. The second set of questions centers on potential modifications in interactions of roles and responsibilities among individuals and institutions as schools plan to meet the instructional dimensions of the graduation requirements. (Author/IRT)

**ED 108 394** EA 007 319

Olson, Thomas A.  
**Graduation Requirements as a Vehicle for Change.**

Pub Date 1 Apr 75  
 Note—9p.; Paper presented at the Annual Meeting of the American Educational Research Association (60th, Washington, D.C., March 31-April 4, 1975); A related document is EA 007 318

**EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE**

**Descriptors**—\*Educational Alternatives, \*Educational Assessment, \*Educational Objectives, \*Educational Planning, \*Educational Research, \*Elementary Secondary Education, \*Graduation Requirements, \*Instructional Design, \*Performance Based Education, \*Senior High Schools

**Identifiers**—Oregon, \*Survival Competencies

The revised Oregon high school graduation requirements, adopted in 1972, are an attempt to respond to attacks on the schools and to clarify the purposes of schooling. The uniqueness of the Oregon approach lies in the mechanism for bringing about change in the schools—a radically revised set of requirements for high school graduation. The focus of the revised graduation requirements is on identification and student achievement of minimum survival competencies in three broad areas: personal development, social responsibility, and career development. The initial focus on specifying, developing, and evaluating pupil competencies provides an opportunity to consider the support and resource needs of the schools as they design and implement mastery learning strategies. The competency-based learning strategies will focus on the specification of competencies, the design and implementation of continuous feedback evaluation systems as students move through the learning experiences, and the summative certification of achievement of the competencies. Research and development related to these issues can improve the knowledge base and provide direction to other states and local

education agencies as they seek to bring about reform through the competencies approach. (Author/IRT)

**ED 108 395** EA 007 320

Conrad, M. H., And Others  
**Educational Facilities Planning. A Selected, Annotated Bibliography.**

Ohio State Univ., Columbus. Coll. of Education.  
 Pub Date 75

Note—79p.  
 Available from—Faculty of Educational Administration, College of Education, The Ohio State University, Columbus, Ohio 43210 (\$3.50)

**EDRS Price MF-\$0.76 HC-\$4.43 PLUS POSTAGE**

**Descriptors**—\*Annotated Bibliographies, \*Architects, \*Educational Facilities, \*Educational Specifications, \*Energy Conservation, \*Enrollment Projections, \*Facility Guidelines, \*Facility Planning, \*Facility Requirements, \*Literature Reviews

This bibliography provides brief descriptions of current literature intended to aid facility planners. The material is organized under nine topics: (1) general references, (2) periodicals frequently containing articles pertaining to educational facilities, (3) facility planning—a component of comprehensive educational planning, (4) overview of educational facility planning, (5) tactical facility planning—districtwide building survey, (6) operational facility planning—planning an individual building, (7) the architect and his work, (8) moving in and settling down, and (9) related topics. (MLF)

**EC****ED 108 396** EC 072 854

Proger, Barton B.  
**A Formal Program Evaluation Model for the Special Education Programs in Pennsylvania.**

Pennsylvania State Dept. of Education, Harrisburg. Bureau of Special and Compensatory Education.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date 71

Note—113p.

**EDRS Price MF-\$0.76 HC-\$5.70 PLUS POSTAGE**

**Descriptors**—\*Criterion Referenced Tests, \*Exceptional Child Education, \*Handicapped Children, \*Models, \*Norm Referenced Tests, \*Program Evaluation, \*Special Education, \*State Programs

**Identifiers**—\*Pennsylvania

The preliminary draft of a formal program evaluation model for special education operations in Pennsylvania is presented. Beginning chapters provide a review of literature on norm-referenced measurement, an illustration of formal and informal program evaluation in a learning disabilities context, descriptions of general implementation strategies of norm-referenced measurement, and analyses of the relationships of norm-referenced measurement to existing statewide and national assessment schemes. Subsequent chapters include a review of literature on the use of criterion-referenced measurement in formal program evaluation, a description of a criterion-referenced measurement system said to be suitable for special state-connected projects such as the National Regional Resources Center of Pennsylvania, and an explanation of the machinery needed for implementation of the formal program evaluation system for special education at the state level (personnel and data banking activities). Appendices suggest priorities in the dissemination of the draft document, provide guidelines for professional usage of accountability data at local or state levels with either total program evaluation or individual achievement monitoring, analyze possible interrelationships among existing agencies in carrying out a statewide formal program evaluation system, and outline operational steps needed to implement a statewide formal program evaluation system in its first year. (GW)

**ED 108 397** EC 072 929

Buffmire, Judy Ann  
**Rocky Mountain Regional Resource Center: A Overview, Volume I of III. Final Report.**  
 Southwest Regional Resource Center, Salt Lake City, Utah.

## 94 Document Resumes

Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C. Div. of Educational Services. Bureau No—542930  
Pub Date Nov 74  
Grant—OEG-0-70-4178 (608)  
Note—262p.; For related information, See EC 072930 and EC 072931

**EDRS Price MF-\$0.76 HC-\$13.32 PLUS POSTAGE**

Descriptors—Exceptional Child Services, \*Handicapped Children, \*Instructional Materials Centers, \*Program Descriptions, Program Evaluation, \*Regional Programs  
Identifiers—\*Rocky Mountain Regional Resource Center

The first of three volumes on the Rocky Mountain Regional Resource Center provides an overview of the Center's functioning from its inception in 1970 through 1974. A perspective is provided on regional resource centers (RRC) in general, including such aspects as the educational system's link to an RRC and the relationship of the RRC to the instructional process. Specifics of population, region, special educational services, philosophy and history are detailed for the Rocky Mountain RRC. The program is described with respect to the statistician (service/training) component; the Outreach Program; operational aspects of the joint programs; training, service, evaluation and communication components; synopses of Project Outreach in Idaho, Montana, Utah and Wyoming; program analysis; and program procedures and problems. Budget and staffing are considered. The above components are reported to have contributed to such accomplishments as the following: the development and field testing of the statistician model of a special education resource person to regular classroom teachers; development of a training program for state or district personnel to use in training the resource person; facilitation of regional services in a four state region in priority areas identified by state leadership; and direct services to handicapped children and their teachers. (GW)

**ED 108 398** EC 072 930  
*Buffmire, Judy Ann*  
Rocky Mountain Regional Resource Center: Service and Training. Volume II of III. Final Report.

Southwest Regional Resource Center, Salt Lake City, Utah.  
Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C. Div. of Educational Services.

Bureau No—542930  
Pub Date Nov 74  
Grant—OEG-0-70-4178 (608)  
Note—398p.; For related documents, see EC 072929, and EC 072931

**EDRS Price MF-\$0.76 HC-\$19.67 PLUS POSTAGE**

Descriptors—Exceptional Child Services, \*Handicapped Children, \*Instructional Materials Centers, \*Program Descriptions, Program Evaluation, \*Regional Programs  
Identifiers—\*Rocky Mountain Regional Resource Center

The second volume of a three-volume report on the Rocky Mountain Regional Resource Center provides data on service and training components of the Center's functioning from its inception in 1970 through 1974. Provided are analyses of three 1-year stages in the development of the statistician model which was originally designed to provide a mechanism for locating the unidentified handicapped not receiving appropriate services and to establish resources necessary for helping the handicapped in a regular class setting. Reported are such developments as the following: that the original work done in the first stage was the collection of data to define inservice training needs; that the measurement of that process ceased in the second stage and was not reinstated; and that although service intentions were defined initially, they became lost in the process of implementation as the statistician become an effective service provider instead of a data collector. Described is the training sessions for teachers in the statisticians' schools and preservice training activities in teacher training institutions. Research and evaluation activities are discussed. Appendixes, which comprise more than half the volume, contain such items as statistician data collection forms and the problem thesaurus, a bibliography

on affect-interaction-communication, a bibliography on the competencies and skills needed by statistician/generalists, and an affective study on student teachers in special education. (GW)

**ED 108 399** EC 072 931  
*Buffmire, Judy Ann*  
Rocky Mountain Regional Resource Center: Project Outreach. Volume III of III. Final Report.

Southwest Regional Resource Center, Salt Lake City, Utah.  
Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C. Div. of Educational Services.

Bureau No—542930  
Pub Date Nov 74  
Grant—OEG-0-70-4178 (608)  
Note—261p.

**EDRS Price MF-\$0.76 HC-\$13.32 PLUS POSTAGE**

Descriptors—Exceptional Child Services, \*Handicapped Children, \*Instructional Materials Centers, \*Program Descriptions, Program Evaluation, \*Regional Programs  
Identifiers—\*Rocky Mountain Regional Resource Center

The third of three volumes on the Rocky Mountain Regional Resource Center (RMRRRC) explains how that Center functioned as an Outreach project through which federal monies were allocated to Idaho, Montana, Utah and Wyoming for special educational activities that were defined by the states in accord with the law on RRCs. The report covers the period from 1970 through 1974. An overview of the Outreach program is provided. Separate reports from each of the four states detail the state's Outreach program, describe its methods, procedures and activities and summarize results. Included is a third party evaluation report for the 1973-74 Outreach component of the RMRRRC which was based on the following measures: review of the legal contracts between each of the four states and the RMRRRC; development of a program-plan outline by the state staff of each Outreach project; review of all interim reports, workshop reports, documents and products developed by the Outreach projects, and structured individual interviews with the State Director of Special Education and the staff of the Outreach projects. Procedures and outcomes of a regional conference on services for the severely multiply handicapped are noted. The final chapter reviews major outcomes of the Outreach program from the perspective of the Center and its operations. (GW)

**ED 108 400** EC 072 933  
*Wyman, Raymond*  
Northeast Regional Media Center for the Deaf. Final Technical Report.

Massachusetts Univ., Amherst. School of Education.  
Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C. Bureau No—H32-2623C  
Pub Date Aug 74  
Grant—OEG-0-0534B  
Note—397p.

**EDRS Price MF-\$0.76 HC-\$19.67 PLUS POSTAGE**

Descriptors—Aurally Handicapped, \*Deaf, Exceptional Child Services, \*Instructional Media, Program Descriptions, Program Evaluation, \*Regional Programs  
Identifiers—\*Northeast Regional Media Center for the Deaf

The final technical report details activities, events, products and procedures of the Northeast Regional Media Center for the Deaf from May, 1966 through August, 1974 in relation to the following goals: to carry out instructional materials development; to provide media, materials and educational technology training; to establish a media and materials information system; and to plan and implement regional-state program delivery. Major software products in the areas of visual communication, parent-child relationships, career education and the visual response system are described. Programs such as the Materials Exchange Program and field services are reviewed and recommendations for future activities are proposed. (Author/GW)

**ED 108 401** EC 072 943  
*Gantt, Linda, Comp. Schmal, Marilyn Strauss, Comp.*  
Art Therapy: A Bibliography.

George Washington Univ., Washington, D.C.; National Inst. of Mental Health (DHEW), Rockville, Md.  
Report No—DHEW-ADM-74-51  
Pub Date 74

Note—148p.  
**EDRS Price MF-\$0.76 HC-\$6.97 PLUS POSTAGE**

Descriptors—\*Bibliographies, Case Studies, Diagnostic Tests, Emotionally Disturbed, Exceptional Child Services, Group Therapy, \*Handicapped Children, \*Institutionalized (Persons), Mentally Handicapped, Neurologically Handicapped, Physically Handicapped, Psychosis, Research Reviews (Publications), \*Self Expression

Identifiers—\*Art Therapy  
The bibliography on art therapy presents 1175 citations (1940-1973) drawn from searches of the medical indexes, computer systems of the National Library of Medicine and the National Institute of Mental Health, other bibliographies, Centre International de Documentation Concernant les Expressions Plastiques, and the American Journal of Art Therapy. References are listed alphabetically by author within 11 categories of art therapy: as a profession, with specifically diagnosed individuals (including psychotic, cognitively impaired and physically disabled persons), in institutions, in groups, with children and adolescents, in diagnosis and evaluation, case studies, techniques and methods, personality studies of artists, research, and miscellaneous (including films and bibliographies). Listings include information on author, title, source, pagination, date and sometimes a brief annotation. An author index is provided. (CL)

**ED 108 402** 88 EC 072 946

*McKinney, James D. Krueger, Marion*  
Models for Educating the Learning Disabled (MELD) Project Period 1973-74: Final Evaluation Report.

Durham County Schools, N.C.  
Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.; North Carolina State Dept. of Public Instruction, Raleigh.

Pub Date Jul 74  
Note—50p.  
**EDRS Price MF-\$0.76 HC-\$1.95 PLUS POSTAGE**

Descriptors—Academic Achievement, Behavior Change, \*Elementary Education, Exceptional Child Research, Followup Studies, \*Learning Disabilities, \*Program Evaluation, \*Remedial Programs, Social Adjustment

Identifiers—Elementary Secondary Education Act Title III, ESEA Title III, Project MELD

Reported were first and second year data on the Models for Educating the Learning Disabled (MELD) Project, as well as a followup study of students who had participated in the MELD Project. First year data was based on a sample of 108 children in first through fourth grades, while second year data reported a sample of 97 children in first through fourth grades. A sample of 48 children (second through fifth grades) who had received services the previous year were followed up and retested with measures of achievement and classroom behavior. Remediation was carried on according to either a deficit model which emphasized the remediation of specific weaknesses through one-to-one instruction by resource teacher, or an eclectic model which stressed teacher consultation and attempted to capitalize on strengths as well as remediate weaknesses. Data indicated that the average child who participated in the program was below grade level when referred and was functioning at grade level when intervention was terminated. Classroom teachers who referred students to the program rated their children as significantly improved in both academic skills and personal/social behavior. Interviews with referring classroom teachers offered considerable evidence of teacher acceptance and support for the program. However, followup data suggested that children who received services the previous year failed to progress academically at the same rate over the first half of the next year without additional services. (GW)

**ED 108 403** EC 072 947  
Report on Guardianship of the Mentally Retarded Throughout the World.  
International Information Service on Mental Retardation, San Sebastian (Spain).  
Pub Date 75

Note—131p.

**EDRS Price MF-\$0.76 HC-\$6.97 PLUS POSTAGE**

Descriptors—"Child Advocacy, Exceptional Child Research, Foreign Countries, \*International Organizations, \*Mentally Handicapped, National Surveys, \*Questionnaires  
Identifiers—"Guardianship

Thirty-seven national Societies of the International League on Mental Retardation provided information on the status of guardianship of the mentally handicapped (MH) in their countries which were variously located in Europe, North America, South America, Asia, Africa and Oceania. Responses covered such topics as the following: countries which have explicit guardianship provisions for the MH, types of guardianship systems, guardianship systems which have a special judge, the function of the national Societies in guardianship, guardianship as a profession, incapacitation procedures, drawbacks of existing systems and prospects for change, and foundations, organizations and specific social groups working on a practical or theoretical level on the guardianship question. Appendixes contained a list of persons responding to the questionnaire, a copy of the questionnaire, a table summarizing data for the U.S., information on the dates of general and special guardianship legislations, a bibliography and a listing of legislative sources on guardianship. (GW)

**ED 108 404** EC 072 994  
Hopper, Frank H. De Frain, John D.

**The Search for a Distinctly Piagetian Contribution to Education. Theoretical Paper No. 50.**

Wisconsin Univ., Madison. Research and Development Center for Cognitive Learning. Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date Jul 74  
Contract—NE-C-00-3-0065

Note—38p.

**EDRS Price MF-\$0.76 HC-\$1.95 PLUS POSTAGE**

Descriptors—Child Development, Child Psychology, \*Early Childhood Education, \*Educational Innovation, \*Educational Methods, Evaluation, \*General Education, Program Descriptions, \*Theories

Identifiers—"Piaget (Jean)

Attempts to apply Piagetian theory and research to educational settings are reviewed and evaluated. The fundamental assumptions of Piagetian theory are briefly summarized and the educational philosophy of Piaget is explained. Five representative early childhood education programs are described. Current criticisms of Piagetian theory and associated educational recommendations are reviewed and it is concluded that adopting a genuine Piagetian perspective conveys mixed blessings upon the aspirant educational innovator. The following principles are thought to be major, valid principles that may be derived from the Piagetian system: an awareness of intellectual product/process distinctions, a recognition of the crucial role of play activities, social interaction and associated peer group processes, and the essential stipulation of self-initiated active involvement as the primary determinant of intellectual development. The third principle is thought to provide the fundamental continuity between Piaget's views and the numerous open classroom and self-discovery learning approaches to educational innovation. (Author)

**ED 108 405** EC 072 995  
London, Margery Sigmund, Mary V.

**Diagnostic Strategies in Reading for Primary Children with Special Needs.**

Arlington County Public Schools, Va. Spons Agency—Office of Education (DHEW), Washington, D.C. Right to Read Program.

Pub Date Jan 75  
Grant—OEG-0-73-6130

Note—37p.

**EDRS Price MF-\$0.76 HC-\$1.95 PLUS POSTAGE**

Descriptors—Exceptional Child Education, Kindergarten, Learning Disabilities, Primary Grades, \*Reading Diagnosis, \*Reading Difficulty, \*Reading Tests, \*Teaching Guides

The teacher handbook is intended to provide a complete set of simple diagnostic testing materials in reading for children in kindergarten through third grade. Tests focus on such skill areas as visual discrimination and auditory memory. Included are lists of materials and

strategies to be used after the students have been tested and their special needs determined. Also provided are suggestions on observations of behavior, classroom management and tutoring. A checklist for the observation of student behaviors and learning processes is presented along with a group screening form for recording results during the active testing process. It is recommended that folders be prepared for individual children and a prescription format is given. (GW)

**ED 108 406** EC 072 996

Marinelli, Joseph J.

**Critical Issues in the Financing of Education for the Handicapped.**

State-Federal Information Clearinghouse for Exceptional Children, Reston, Va.

Spons Agency—University Council for Educational Administration, Columbus, Ohio.

Pub Date 75

Note—33p.; Paper presented at the National School Finance Conference (18th, New Orleans, Louisiana, March 3, 1975)

**EDRS Price MF-\$0.76 HC-\$1.95 PLUS POSTAGE**

Descriptors—\*Educational Needs, Exceptional Child Education, \*Federal Aid, \*Financial Support, \*Handicapped Children, \*State Aid

Discussed are critical issues in the financing of educational programs for handicapped persons. Critical issues are traced to three conditions: the need for educational programs and services for the handicapped who are presently unserved or inadequately served; legislative and constitutional guarantees of equal educational opportunities; and an economy which necessitates the maximizing of educational resources. The above conditions are considered in relation to the level of state funding of programs and services, federal and state reimbursement formulas, the costs of special education for the handicapped, and the federal government's role in financing programs and services. It is suggested that issues related to the education of the handicapped be resolved on the basis of such factors as the following: the elimination of practices whereby states only partially fund the educational costs for handicapped children, concomitant with a careful auditing of costs of educating such children in private institutions; and the realization by states that the federal government's reimbursement to the state for educating the handicapped child will be increasing, but will not be large enough to remove the need to make critical choices and set educational priorities before educational resources are allocated. (GW)

**ED 108 407** EC 072 997

Ingersoll, Gary M. And Others

**Teacher Training Needs, Conditions and Materials: A Preliminary Survey of Inservice Education. Report No. 8.**

National Center for the Development of Training Materials in Teacher Education, Bloomington, Ind.

Spons Agency—National Center for Improvement of Educational Systems (DHEW/OE), Washington, D.C.

Pub Date Feb 75

Note—26p.

**EDRS Price MF-\$0.76 HC-\$1.95 PLUS POSTAGE**

Descriptors—"General Education, \*Inservice Teacher Education, Instructional Materials, Research Projects, Surveys  
Identifiers—"Needs Assessment

Surveyed for their implications on training material development were the training needs of 745 elementary and secondary school teachers and training conditions cited by 40 inservice leaders in 26 school districts. Among the seven clusters of specified teacher needs (including interpersonal communication and administration, assessment and discipline) identified on the Teacher Needs Assessment Survey, developing pupil self and individualizing instruction were designated as the most needed training areas. Questionnaire responses described a wide variety of inservice characteristics including frequency, meeting place, content, and teacher incentives. Analysis of data indicated that inservice topics were usually selected by persons other than the participants, followup and evaluation were inadequate, and there was a need for clearer inservice goals and objectives. Implications for materials development included the need for separate production of inservice and preservice materials,

for material design which would allow for individual teachers' needs, and for restricting materials to skill development rather than explanation or motivation only. (CI)

**ED 108 408** EC 073 000

Geiger, William L.

**A Catalog of Instructional Objectives for Trainable Mentally Retarded Students.**

Duval County School Board, Jacksonville, Fla. Spons Agency—Florida State Dept. of Education,

Tallahassee. Bureau of Education for Exceptional Students.; Office of Education (DHEW), Washington, D.C.

Pub Date 74

Note—442p.

**EDRS Price MF-\$0.76 HC-\$22.21 PLUS POSTAGE**

Descriptors—"Behavioral Objectives, \*Communication Skills, \*Curriculum Guides, Daily Living Skills, Exceptional Child Education, Mathematics, Mentally Handicapped, Motor Development, Number Concepts, Recreation, Safety Education, \*Self Care Skills, Social Development, Student Evaluation, \*Trainable Mentally Handicapped, Vocational Education

The manual presents 869 instructional objectives for trainable mentally retarded students. Objectives are grouped into three content areas: social competency (self care and personal development skills), basic skills competency (including sensory motor, communication and number skills), and occupational competency (vocational adjustment, domestic service, commercial service and construction). In addition to the behavioral description, the objectives include an evaluation checklist which allows assessment and monitoring of student performance on each objective. It is explained that these checklists help to diagnose specific performance difficulties and assist the teacher in developing individual instructional approaches. The document is accompanied by a fold-out chart listing all the objectives in the three categories. (CI)

**ED 108 409** EC 073 024

Carlsson, Hans, Ed. Sletved, Henning, Ed.

**Report from the Pre Congress Seminar on Special Education and Rehabilitation of the Mentally Retarded 1973.**

International Association for the Scientific Study of Mental Deficiency, Malmö, Sweden.

Pub Date 73

Note—310p.

Available

from—Andssvageforsorgens Laerforening, Kompagnistræde 32, DK 1208, Copenhagen K., Denmark

**Document Not Available from EDRS**

Descriptors—Conference Reports, Curriculum, \*Early Childhood Education, Exceptional Child Education, Foreign Countries, \*Mentally Handicapped, \*Regular Class Placement, \*Special Classes, Student Evaluation, \*Teacher Education

Identifiers—Denmark

The proceedings of the Pre Congress Seminar on Special Education and Rehabilitation of the Mentally Retarded (Denmark, 1973) contains 15 author contributed papers on early education. Discussed are the following topics related to retardation: early education and integration, assessment and programming, effects of developmental training, curriculum development, task analysis, identification, special class placement, regular class placement, student evaluation, social education, visual discrimination learning, teacher training, and early education in England and Wales. Reported are the results of group sessions and questions used for discussion. Danish abstracts for each paper and a list of conference participants are also provided. (CI.)

**ED 108 410** 95 EC 073 030

Hively, Wells, Ed. Reynolds, Maynard C., Ed.

**Domain-Referenced Testing in Special Education.** Minnesota Univ., Minneapolis. Leadership Training Inst./Special Education.

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.

Pub Date 75

Grant—OEG-0-9-0336005-2452

Note—146p.

Available from—Council for Exceptional Children, 1920 Association Drive, Reston, Virginia 22091 (\$4.00). Product 1011

**Document Not Available from EDRS**



**Descriptors**—Computers, \*Criterion Referenced Tests, Curriculum Design, Educational Needs, \*Educational Trends, Ethics, Exceptional Child Education, Glossaries, \*Handicapped Children, Regular Class Placement, Rural Education, Special Education, \*Standardized Tests, Test Construction, Testing, \*Testing Problems

Presented are eight papers that deal with the educational implications for handicapped children of domain-referenced testing, as contrasted with standardized norm-referenced achievement testing. The crucial aspects of each testing model are highlighted by W. Hively in an introductory section. M. Reynolds surveys past and present special education pressures and analyzes their impact on testing. T. Donlon reviews historical and technical concepts of test-score referencing and points out complexities and confusions in terminology among different types of evaluation. Discussed by J. Rosner are test construction and utilization in connection with an adaptive perceptual skills curriculum. Explained by A. Hofmeister are procedures and materials for training teachers to integrate criterion-referenced testing and instruction within the regular classroom. The creation of a comprehensive computer-based information bank in the area of reading instruction and its use in domain-referenced test development is described by R. O'Reilly. Examined is the use of domain-referenced testing in the delivery of special education services in a rural area (F. Hammarback and C. Koenig). Ethical considerations in the use of norm-domain- and behavior-referenced testing are considered in the final paper by E. Joselyn. Also included are a 60-item bibliography on domain-referenced testing and biographical information about the authors. (LH)

**ED 108 411** 95 EC 073 031

**How Can Tests Be Unfair? A Workshop on Non-discriminatory Testing.**

Council for Exceptional Children, Reston, Va. Information Services and Publications.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date Feb 75  
Note—78p.; Special Training Project of the National Association of State Directors of Special Education

Available from—CEC Information Services and Publications, The Council for Exceptional Children, 1920 Association Drive, Reston, Virginia 22091 (\$35.00, Project No. 102; Additional Pamphlets 102a, \$3.00/10)

#### Document Not Available from EDRS

**Descriptors**—Auditory Perception, Cultural Differences, Exceptional Child Education, Eye Hand Coordination, \*Handicapped Children, Instructional Materials, Language Patterns, Simulation, \*Testing Problems, \*Test Validity, Visual Perception, \*Workshops

**Identifiers**—\*Nondiscriminatory Tests (Handicapped)

The packet contains materials for use in a workshop intended to increase educators' sensitivity to possible discriminatory factors in testing instruments and practices. Among the materials are directions for leaders on preparing and running the workshop; 20 booklets entitled "How Can Tests Be Unfair?" for workshop participants; and detailed suggestions for six test activities designed to simulate experiences that might be encountered by children with problems related to visual perception, auditory discrimination (with a tape cassette of unfamiliar sounds provided), five muscle control, language, or cultural differences. Also included are summary presentation and evaluation instructions and forms and information for reordering workshop booklets. (LH)

**ED 108 412** EC 073 067

**Rondal, Jean A. Rondal, Renee N. Bibliography on Speech and Language in Mental Retardation: 1900-1975.**

Minnesota Univ., Minneapolis.

Pub Date 75

Note—60p.

**EDRS Price MF-\$0.76 HC-\$3.32 PLUS POSTAGE**

**Descriptors**—\*Bibliographies, Environmental Influences, Exceptional Child Research, \*Intervention, \*Language Development, Language Instruction, Maturation, \*Mentally Handicapped, Program Descriptions, Retarded Speech Development, \*Speech Skills, Speech Therapy

The bibliography presents approximately 750 references (from 1900-1975) on speech and language functioning in the mentally retarded. Citations are grouped into two sections: speech and language (development, verbal behavior, and environmental influences), and intervention studies (habilitation, therapy and training programs). References usually provide author's name, title, source, date and pagination information. (CL)

**ED 108 413** 88 EC 073 068

**Pre-Vocational Training for the Handicapped: ESEA Title III Project Evaluation, July 1, 1973-June 30, 1974.**

Natchez Municipal Separate School District, Miss.

Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.

Report No.—34-7215-1

Pub Date 74

Note—64p.; Best copy available

**EDRS Price MF-\$0.76 HC-\$3.32 PLUS POSTAGE**

**Descriptors**—\*Educable Mentally Handicapped, Exceptional Child Research, Junior High Schools, Mentally Handicapped, \*Prevocational Education, \*Program Evaluation

**Identifiers**—Elementary Secondary Education Act Title III, ESEA Title III

Evaluated is a Title III 1972-74 public school pre-vocational program for educable mentally handicapped junior high school students. Project goals are explained to include increasing students' self confidence and awareness of their vocational potential, and providing learning experiences in the following areas: reading, math, crafts, language arts, home economics, shop, physical education, and civics. Outlined for the two junior high schools involved are specific goals in each of the major instructional areas (such as teaching the use of money in math). The majority of the document consists of student evaluation data obtained from the Wechsler Intelligence Scale, the California Achievement Test (CAT), the Gray Oral Reading Test (GORT), the Adult Basic Learning Examination, and the Osgood Semantic Differential (which measured student attitudes). Among findings reported are a mean increase of 1.1 year's progress as measured by the CAT and of 1 year's progress as measured by the GORT. Female attitudes are said to have improved, but male attitudes declined. (LS)

**ED 108 414** EC 073 069

**Haring, Norris G. Annotated Bibliography, First Edition.**

Washington Univ., Seattle, Child Development and Mental Retardation Center.

Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.

Pub Date Feb 75

Grant—OEG-0-74-2771

Note—74p.; For related information see EC 073074

**EDRS Price MF-\$0.76 HC-\$3.32 PLUS POSTAGE**

**Descriptors**—Abstracts, \*Annotated Bibliographies, \*Cognitive Development, Communication Skills, Exceptional Child Education, Hygiene, \*Language Development, \*Motor Development, Operant Conditioning, \*Physical Therapy, \*Self Care Skills, Sensory Training, \*Severely Handicapped, Teaching Methods

**Identifiers**—Bobath Method

An annotated bibliography which presents approximately 300 references from 1951 to 1973 on the education of severely/profoundly handicapped persons. Citations are grouped alphabetically by author's name within the following categories: characteristics and treatment, gross motor development, sensory and motor development, physical therapy for the cerebral palsied child, neurodevelopmental (Bobath) method, cognitive development, behavior shaping techniques, self-care development, toilet training, and prelanguage, language and communication development. References usually contain author's name, title, source, date, pagination information and a brief abstract. (CL)

**ED 108 415** EC 073 070

**Edgar, Eugene. Comp.**

**Bibliography: Early Childhood Education for the Handicapped.**

Washington Univ., Seattle, Child Development and Mental Retardation Center.

Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C. Pub Date 75

Grant—OEG-0-74-2771

Note—12p.

**EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE**

**Descriptors**—\*Annotated Bibliographies, \*Child Development, Communication Skills, Curriculum, \*Early Childhood Education, Exceptional Child Education, Exceptional Child Research, \*Handicapped Children, Social Influences, Special Education, Teacher Aides

This annotated bibliography presents approximately 50 citations (1961-1974) dealing with early childhood education for the handicapped. References are arranged alphabetically by author's name within the following headings: overview of special education, integration, early childhood education, social factors, paraprofessionals, Head Start, communication development, parents, curricula and child development. Citations usually contain the author's name, title, source, date, pagination information and a brief evaluative abstract. (CL)

**ED 108 416** EC 073 071

**Gaines, Debby. Comp. And Others**

**Educational Technology for the Severely Handicapped: A Comprehensive Bibliography.**

Kansas Neurological Inst., Topeka.

Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.

Pub Date Jan 75

Grant—OEG-0-74-2766

Note—65p.

**EDRS Price MF-\$0.76 HC-\$3.32 PLUS POSTAGE**

**Descriptors**—\*Bibliographies, Curriculum Guides, Educational Technology, Exceptional Child Education, \*Handicapped, Intervention, Motor Development, \*Parent Education, Physical Education, Prevocational Education, \*Program Descriptions, Recreation, \*Self Care Skills, Sex Education, Social Development, Speech Skills, Vocational Education

The bibliography presents approximately 650 references (1955-1975) on educational programs for the severely handicapped. Citations are listed alphabetically by author's name in the following areas: behavior management, curriculum guides, medico-prosthetic aids, motor development, parent training (including aspects of parent involvement in school programs, self help and speech and language intervention), physical education, preacademic and academic skills, prevocational and vocational training, recreation, self help (including dressing, independent living and toileting), sex education, social skills and speech and language programs. References usually include author, title, source, date and pagination information. Appended are complete addresses of publishers and distributors. It is explained that the bibliography forms the basis for a computerized program retrieval library system which is expected to be in operation by Fall, 1975. (CL)

**ED 108 417** EC 073 072

**Williams, W. Weston**

**Procedures That Enhance the Maintenance and Generalization of Induced Behavioral Change.**

Washington Univ., Seattle, Child Development and Mental Retardation Center.

Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.

Div. of Training Programs.

Pub Date 75

Grant—OEG-0-73-6137; OEG-0-74-2771

Note—18p.

**EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE**

**Descriptors**—\*Behavior Change, \*General Education, Teaching Methods, \*Transfer of Training

Reviewed is research regarding procedures to enhance the maintenance and generalization of induced behavior changes. Discussion of the procedures is divided into three categories: transfer of training (including treatment under many different stimulus conditions), changing the natural environment (through training parents, peers, and others in daily contact with the child), and teaching the client self regulating procedures (such as self-recording of behavior). It is concluded that teaching the client self regulating behaviors offers the key to maintenance or generalization of behavior across time and environments. (Author/CL)

ED 108 418 EC 073 073

**Selected Bibliography Related to Parents as Behavior Modifiers.**

Washington Univ., Seattle. Child Development and Mental Retardation Center.

Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C. Div. of Training Programs.

Pub Date [75]

Grant—OEG-0-73-6137; OEG-0-74-2771

Note—7p.

EDRS Price MF-\$0.76 HC-\$1.58 PLUS

**POSTAGE**

Descriptors—\*Behavior Change, \*Bibliographies, \*General Education, Operant Conditioning, Parent Education, \*Parent Role, Parents

The bibliography presents approximately 70 citations (1958-1972) dealing with parents as behavior modifiers. Arranged alphabetically by author's name, the listings usually contain title, source, date, and pagination information. (CL)

ED 108 419 EC 073 074

Friedle, Mike, Comp. Fox, Lucy, Comp.

**A Selected Bibliography (Partially Annotated) Related to the Vocational Training of Severely Handicapped Persons.**

Washington Univ., Seattle. Child Development and Mental Retardation Center.

Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C. Div. of Training Programs.

Pub Date Apr 74

Grant—OEG-0-73-6137; OEG-0-74-2771

Note—16p.

EDRS Price MF-\$0.76 HC-\$1.58 PLUS

**POSTAGE**

Descriptors—\*Bibliographies, Exceptional Child Education, \*Severely Handicapped, \*Vocational Adjustment, \*Vocational Education, Vocational Rehabilitation

The bibliography presents approximately 100 references (1927-1975) on vocational training for severely handicapped persons. Arranged alphabetically by author's name, the listings usually contain title, source, date, and pagination information. Some citations also provide an abstract. (CL)

ED 108 420 EC 073 075

Warshaw, Joyce P. Bepko, Raymond A.

**The Social Learning Environment Rating Scale. Observation Manual: Draft Version.**

Yeshiva Univ., New York, N.Y. Curriculum Research and Development Center in Mental Retardation.

Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C. Pub Date Nov 74

Note—69p. For the Social Learning Curriculum, see EC 062093

EDRS Price MF-\$0.76 HC-\$3.32 PLUS

**POSTAGE**

Descriptors—\*Behavior, Exceptional Child Education, \*Handicapped Children, Maturation, Observation, Primary Grades, \*Rating Scales, \*Social Adjustment, \*Social Development

Identifiers—Social Learning Curriculum

Presented is a 60-item rating scale for measuring teacher and pupil performance on the Social Learning Curriculum (a program designed to improve culturally disadvantaged and developmentally disabled primary students' critical thinking and independent action). Scale items are explained to be observable classroom behaviors whose frequency and quality are rated on a scale of one to five. Also provided are examples of teacher ratings and student behaviors. (CL)

ED 108 421 95 EC 073 076

Scely, Trudy And Others

**Behavior Disorders Program Design.**

Douglas County School System, Douglasville, Ga. Spons Agency—Georgia State Dept. of Education, Atlanta; Office of Education (DHEW), Washington, D.C.

Pub Date 74

Note—120p.

EDRS Price MF-\$0.76 HC-\$5.70 PLUS

**POSTAGE**

Descriptors—\*Behavior Problems, Elementary Education, Emotionally Disturbed, Exceptional Child Education, Instructional Materials, Parent Education, \*Program Descriptions, Public Schools, Records (Forms), Regular Class Placement, \*Resource Centers, School Districts, Secondary Education, Staff Role, Student Evaluation

Described is a Georgia county school system's program which began in 1972 for behaviorally disordered children (kindergarten through high school). Opening chapters include a rationale for the program, a definition of behavior disorders, and a list of program objectives such as identifying children with behavior disorders and assisting them to function within the mainstream of the public school population. Outlined are the roles of persons involved in the program (such as the program coordinator) and the steps in the student help process (from referral to placement). A discussion of the resource room approach used in the elementary and middle schools focuses on a rationale, room description, and specifics of scheduling and programming. An explanation of the high school program includes lists of goals (such as crisis intervention), of program alternatives (such as group counseling), and of planned program changes. Program and student evaluation methods and parent education programs (such as a family enrichment program) are described. Considered are the types of in-service training sessions, and services provided severely emotionally disturbed children by the Psycho-Educational Center. Appendixes include a glossary, referral and evaluation forms, 27 materials useful for a behavioral disorders resource room, and a bibliography on behavior disorders and related areas. (LS)

ED 108 422 EC 073 077

Woodburn, Margaret

**Social Implications of Spina Bifida.**

Pub Date 75

Note—275p.

Available from—Humanities Press Inc., Hillary House-Fernhill House, Atlantic Highlands, New Jersey 07716 (\$15.00)

**Document Not Available from EDRS**

Descriptors—Educational Programs, Exceptional Child Research, Foreign Countries, Health, Hospitals, Medical Treatment, Parent Attitudes, \*Parents, Prostheses, \*Special Health Problems

Identifiers—Scotland, \*Spina Bifida

Investigated in Southeast Scotland were the social and practical problems faced by the parents of 86 children (ages 18 months to 38 years) with spina bifida, 74 of whom were classified as myelomeningocele (a more serious condition involving malformation of the spinal cord). Questionnaires and interviews were used to gather information in the following areas: operations, bladder and bowel functions, general health, mobility, appliances, footwear, physiotherapy, education, employment, housing, birth experiences, hospitals, communication (information provided parents), and family and social factors (such as the attitudes of siblings and neighbors). Among findings were that head operations generated extra anxieties for parents, that over a quarter of the parents had no worries about their child's general health, that education in normal schools involved problems of access and mobility, and that parents desired information from doctors in simple language. (LS)

ED 108 423 95 EC 073 078

Weinberg, Richard A., Ed. Wood, Frank H., Ed.

**Observation of Pupils and Teachers in Mainstream and Special Education Settings: Alternative Strategies.**

Minnesota Univ., Minneapolis. Dept. of Special Education.

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.

Pub Date 75

Grant—OEG-0-9-0336005-2452

Note—281p.

Available from—Council for Exceptional Children, 1920 Association Drive, Reston, Virginia 22091 (\$2.50)

**Document Not Available from EDRS**

Descriptors—Behavioral Sciences, Evaluation Methods, Exceptional Child Education, \*Handicapped Children, \*Observation, \*Regular Class Placement, Special Education

Presented are 12 papers which focus on four systematized methods of classroom observation. Stressed is the importance of formal, systematic observation as a tool for viewing and recording pupil behaviors and insuring that the individual child's needs are met in both the mainstream and special education settings. R. Brandt offers an historical overview of systematic approaches to observation in school settings. Papers by N. Flan-

ders, G. Morine, and D. Medley examine the interaction analysis approach in terms of its use in studying pupil attitudes toward learning, alternative applications such as for teacher training and evaluation, and the characteristics necessary for using observation as a measuring instrument. P. Gump, P. Schoggen, and J. Kouzin represent an ecological view of educational contexts by illustrating an ecological approach for investigating educational environments, reporting an ecological study of children with physical disabilities, and stressing the importance of completeness of data. W. Charlesworth and D. Spiker consider the ethological perspective in education. The behaviorist approach to observation is explored by D. O'Leary, V. Hall, R. Hawkins, S. Axelrod, and S. Deno who analyze problems and describe data recording procedures pertinent to that approach. Finally M. Semmel discusses use of systematic classroom observation in the study and modification of pupil-teacher interaction. (LS)

ED 108 424 EC 073 079

Monaghan, Robert R. And Others

**Mister Rogers' Neighborhood and the Handicapped Child Interface: Exploring and Assessing Integration of Educational Media and Professional Services to the Handicapped Child. Final Report.**

Ohio State Univ., Columbus. Research Foundation.

Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.

Pub Date Sep 74

Contract—OEC-0-72-4478

Note—148p.; Best copy available

EDRS Price MF-\$0.76 HC-\$6.97 PLUS

**POSTAGE**

Descriptors—Exceptional Child Education, Exceptional Child Research, \*Handicapped Children, \*Individual Differences, Instructional Media, Interviews, Learning, Professional Occupations, Role Perception, \*Self Concept, \*Television

Identifiers—\*Mister Rogers Neighborhood

Data were collected from 213 interviewees to determine their perceptions of how the television program, "Mister Rogers' Neighborhood," serves the affective needs of handicapped children and of professionals who work with them. The interviews included questions about items used to describe the actual and an ideal program, actual and ideal professional roles, personal enjoyment, social desirability, and enjoyment of nonverbal images. The program was found to function closely to the ideals of professionals in its emphasis on dealing with children as unique individuals, appreciating individual differences, and assisting children to develop a sense of self-worth, independence and enjoyment of new ways of learning. (LH)

ED 108 425 EC 073 080

Nolan, Carson Y. Morris, June E.

**Program for Facilitating the Education of the Visually Handicapped through Research in Communications. The American Printing House Aural Study System as a Reference Source. Interim Progress Report No. 1.**

American Printing House for the Blind, Louisville, Ky.

Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C. Bureau No—23 3492

Pub Date 74

Grant—OEG-0-73-0642

Note—59p.

EDRS Price MF-\$0.76 HC-\$3.32 PLUS

**POSTAGE**

Descriptors—Blind, \*Braille, Electromechanical Aids, Exceptional Child Research, Instructional Materials, Intermediate Grades, \*Large Type Materials, Partially Sighted, \*Photograph Records, \*Reference Books, Secondary Education, \*Visually Handicapped

Identifiers—\*Aural Study System

Investigated was the ability of 18 blind and 18 partially sighted students in grades 4 through 12 to use the Aural Study System, which features unique indexing capabilities for searching recorded reference materials, to locate encyclopedia and dictionary items within practical time limits. Analyses were made of the time required to locate items, the accuracy with which items were located, and the accuracy of responses to questions about the items using both recorded and written (braille and large type)

forms of the reference materials. Results indicated few differences of practical significance between the efficient use of recorded references and of their braille and large type counterparts, leading to the conclusion that further development of the Aural Study System as a reference tool is justified. Other factors, such as lower cost and vast reduction of required storage space, strongly support developing recorded references. (LH)

**ED 108 426** 95 **EC 073 081**

Wynne, Susan And Others

**Mainstreaming and Early Childhood Education for Handicapped Children: Review and Implications of Research. Final Report.**

Wynne Associates, Washington, D.C.

Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C. Div. of Innovation and Development.

Pub Date Jan 75

Contract—OEC-0-74-9056

Note—296p.

**EDRS Price MF-\$0.76 HC-\$14.59 PLUS POSTAGE**

**Descriptors**—Abstracts, \*Bibliographies, \*Early Childhood Education, Educational Trends, Exceptional Child Research, \*Handicapped Children, Intervention, Program Development, \*Regular Class Placement, Research Methodology, \*Research Needs, Research Reviews (Publications)

Presented are results of a project which reviewed and critically analyzed the research literature and produced a bibliography of 291 books, reports, and articles related to the mainstreaming of preschool handicapped children. It is explained that major project activities involved searching the literature, interviewing experts in early childhood education, and visiting local preschool programs. Discussed in the first half of the document are historical trends in the education of handicapped children, issues in early intervention and in early childhood mainstreaming, and problems in the research methodology. Summarized are considerations in developing an integrated early childhood program, and issues involved in a child's transition from such a program to an elementary school. Among conclusions reported are that the value of an intervention program depends on the degree to which that program focuses on the child's special needs, and that greater public financial support is needed. Recommendations are also made regarding census taking by the states, future policies of the Bureau of Education for the Handicapped, and research needs. The second half of the document consists of the bibliography (Many entries are abstracted), with author and subject indexes. (LS)

**ED 108 427** **EC 073 082**

**Proceedings of National Conference on Program Development for and with Deaf People (Gallaudet College, Washington, D.C., October 9-12, 1973).**

Gallaudet Coll., Washington, D.C.; Maryland Univ., College Park, Cooperative Extension Service; National Association of the Deaf, Silver Spring, Md.

Pub Date Oct 73

Note—134p.

**EDRS Price MF-\$0.76 HC-\$6.97 PLUS POSTAGE**

**Descriptors**—Aurally Handicapped, \*Community Resources, Community Role, \*Conference Reports, \*Deaf, Exceptional Child Services, Manual Communication, Parents, \*Program Development, \*State Programs, Volunteers

**Identifiers**—\*Personal Experiences

Presented are the proceedings from a 1973 national conference on the development of service programs for and with deaf people. Opening papers include an introduction to the use of American Sign Language in community programs, a deaf woman's view of her world, and guidelines for the family physician in diagnosing and treating the deaf. In the next section, personal experiences are recounted by a deaf parent with hearing children, hearing parents of deaf children, and four deafened or hard of hearing adults. Described are various resources to help the parent and child (such as the school for the deaf and the community college) and to help the deafened adult (such as a university hospital and the Lions International). Federal programs serving the deaf are reviewed and the role of the volunteer is discussed. Future program develop-

ment plans (which resulted from the conference) are reported by representative teams from seven states: Florida, Kentucky, Maryland, Massachusetts, North Carolina, Pennsylvania, and Virginia. Conference exhibitors are listed and conference evaluation forms are provided. Appendixes include hints for the new user of manual communication, an outline of how the Lions Club can help the deaf, and the program agenda. (LS)

**ED 108 428**

**EC 073 083**

Baldes, Robert A. And Others

**Report of the Task Force on Supervision of Student-Speech Clinicians.**

Iowa State Dept. of Public Instruction, Des Moines.

Pub Date 75

Note—33p.

**EDRS Price MF-\$0.76 HC-\$1.95 PLUS POSTAGE**

**Descriptors**—\*Aurally Handicapped, Exceptional Child Education, \*Guidelines, \*Professional Education, Public Schools, \*Speech Handicapped, \*Speech Therapists, Student Teaching, Supervisors

**Identifiers**—Iowa

Presented are guidelines for the supervision and training of speech clinicians. It is explained that the guidelines were developed by an Iowa task force of coordinators of clinical speech services who met with supervising clinicians from various universities. Section I includes a comparison of the professional and personal characteristics of the university supervising clinician and the school supervising clinician, recommended guidelines for the public school practitioner, and a suggested format for evaluation of the speech clinician. Section II consists of an outline of experiences the student-speech clinician should have exposure to either from the training program or as part of the public school practicum. Experience categories include identification and evaluation, planning case management, and record keeping. (LS)

**ED 108 429**

88

**EC 073 084**

**Group and Individually Prescribed Instruction for Handicapped Children; Instructional Program Model. Final Project Report.**

Aberdeen Municipal Separate School District, Miss.; Amory Municipal Separate School District, Miss.; Monroe County School District, Aberdeen, Miss.

Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.; Mississippi State Dept. of Education, Jackson, Div. of Instruction.

Pub Date 72

Note—164p.; Best copy available

**EDRS Price MF-\$0.76 HC-\$8.24 PLUS POSTAGE**

**Descriptors**—\*Curriculum, \*Educable Mentally Handicapped, Elementary Education, Exceptional Child Education, Language Development, \*Learning Disabilities, Mathematics, Mentally Handicapped, \*Models, Perceptual Motor Coordination, \*Program Descriptions, Public Schools, Reading, Regular Class Placement, Social Studies

**Identifiers**—Elementary Secondary Education Act Title III, ESEA Title III

Presented is the final report of a 3-year project in which an instructional program model was developed and implemented with 103 educable mentally retarded and learning disabled children (6-to 10-years old) in three Mississippi schools. General objectives of the project are said to include development of an experimental special education model which could be adopted by a school system and of a model curriculum involving individual and small group instruction. Noted are concepts on which the Instructional Program Model is based such as regular class placement (in non-graded classes), small group and individualized instruction, and instructional strategies derived following comprehensive diagnosis. Outlined in detail are the following curriculum units: math (Cuisenaire Rods), social studies ('Our Working World'), sciences, reading, language, and perceptual-motor skills. Examination of the project model includes job descriptions of the staff. Summarized are services and evaluation given by the medical, speech and hearing and psychological consultants, and by the social worker, and principals. Test data are analyzed to reveal the children's progress in reading, perceptual motor development, and intellectual and

psycholinguistic abilities. A major finding reported was that 101 of 103 children involved in the program obtained achievement gains that would allow them to read independently as well as under instruction. (LS)

**ED 108 430**

**EC 073 114**

Leiken, Stanley J. Rieger, Norbert I.

**Supervision of Satellite Foster Home Parents.**

Pub Date Oct 74

Note—35p.; Presented at the Annual Meeting of the American Academy of Child Psychiatry (21st, San Francisco, California, October 26, 1974)

**EDRS Price MF-\$0.76 HC-\$1.95 PLUS POSTAGE**

**Descriptors**—\*Adjustment Problems, Behavior Problems, Childhood, \*Emotionally Disturbed, Exceptional Child Services, \*Foster Children, \*Normalization (Handicapped), Parent Child Relationship, \*Parent Counseling, Program Effectiveness, Program Evaluation

**Identifiers**—Deinstitutionalization, Satellite Foster Home Project

Two psychiatrists describe their experience in supervising a group of foster parents who participated in a 3-year deinstitutionalization project designed to provide satellite foster home placement for 17 severely emotionally disturbed children (5-to 15-years-old). Among the topics discussed are the foster parents' initial disillusionment and depression during the first few months, problems in consultation and therapy (such as helping the foster parents to understand and handle feelings of hostility and anxiety evoked by the behavior of individual children), issues of separation (such as preparing both children and satellite foster parents for new placements as the children improved), and dealing with problems surrounding the satellite parents' departure. (LH)

**ED 108 431**

**EC 073 115**

Hoyt, Kenneth B.

**Career Education and the Handicapped Person.**

Pub Date Oct 73

Note—10p.; Paper presented to Forum of National Organizations (October 25, 1973)

**EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE**

**Descriptors**—\*Career Education, Definitions, Educational Needs, Educational Trends, \*Employment Opportunities, Employment Potential, Exceptional Child Education, \*Handicapped Children, \*Work Attitudes

The implications of career education are considered for handicapped persons. It is explained that career education consists of all experiences for learning about work; and basic definitions are given for "work", "career", "vocation", "occupation", "leisure", and "education". Work as a basic human need and human right is discussed; and economic, sociological and psychological reasons for working are explored. Statistical predictions concerning underemployment and unemployment of handicapped high school graduates during the next four years are cited in order to emphasize the necessity of making career education opportunities available. Stressed as particularly relevant for the handicapped are basic career education principles such as the right to choose from among a wide range of personally meaningful work possibilities and emphasis upon accomplishment and discovery of an individual's talents rather than his limitations. (LH)

**ED 108 432**

**EC 073 117**

Halpern, A. Farah, J.

**The Evaluation of Post-Employment Services Provided by Rehabilitation Agencies. Working Paper No. 82.**

Oregon Univ., Eugene, Rehabilitation Research and Training Center in Mental Retardation.

Pub Date Mar 75

Note—20p.

**EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE**

**Descriptors**—Adults, Counseling, \*Employment, Exceptional Child Services, \*Handicapped Children, Job Placement, \*Program Evaluation, Questionnaires, Surveys, \*Vocational Rehabilitation

Surveyed were 81 vocational rehabilitation directors of general agencies and agencies for the blind concerning the nature of post-employment services for the handicapped. Questionnaires on the extent, basis, and monitoring systems of post-employment services were completed by 82 per-



cent of the Ss. Analysis of the data indicated such findings as 87 percent of the general agencies and 95 percent of the agencies for the blind provided the services; most client contacts were made personally or by phone; and state guidelines received from most of the agencies did not delineate specific criteria for post-employment services. (A sample questionnaire including needs assessment and record of post-employment services is provided.) (CL)

**ED 108 433** **EC 073 157**  
Stein, Joan Lerner And Others

**Mediated Paired-Associates Learning in an EMR Population: The Effect of Type of Strategy, Intercession Interval, and Reminder Cue. Volume 3, Number 44.**

Research Inst. for Educational Problems, Cambridge, Mass.

Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.  
Pub Date 73

Grant—OEG-0-8-080506-4597  
Note—28p.

**EDRS Price MF-\$0.76 HC-\$1.95 PLUS POSTAGE**

Descriptors—\*Educable Mentally Handicapped, Elementary Education, Exceptional Child Research, Learning Characteristics, Mentally Handicapped, \*Paired Associate Learning, \*Time Factors (Learning), \*Transfer of Training

Investigated were the effects of type of strategy training, intercession interval, and a posttraining reminder cue on paired associates learning for 57 educable mentally retarded elementary school children. Ss were assigned to one of four training conditions (sentence mediation, visual imagery mediation, combined sentence and imagery training, or a control group receiving practice without training); each group was divided into subgroups according to the interval (1 day, 1 week, or 2 weeks) between their two training sessions; and all groups received pretraining and posttraining assessments. Results indicated that posttest transfer was obtained under all training conditions, that posttraining reminder cues boosted performance, and that significant interactions between strategy and interval occurred (although neither factor differentially affected performance when taken alone). (LH)

**ED 108 434** **EC 073 158**  
Budoff, Milton Gottlieb, Jay

**A Comparison of EMR Children in Special Classes with EMR Children Who Have Been Reintegrated Into Regular Classes. Volume 3, Number 50.**

Research Inst. for Educational Problems, Cambridge, Mass.

Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.  
Pub Date 74

Grant—OEG-0-8-080506-4597  
Note—40p.

**EDRS Price MF-\$0.76 HC-\$1.95 PLUS POSTAGE**

Descriptors—\*Academic Achievement, \*Educable Mentally Handicapped, Elementary Education, Exceptional Child Research, Grouping (Instructional Purposes), Mentally Handicapped, \*Regular Class Placement, Resource Centers, \*Social Adjustment, \*Special Classes

Compared were the academic and social growth of 31 educable mentally retarded (EMR) students (7 to 14 years-old) who were either retained in special classes (N=14) or reintegrated into regular classes (N=7) with additional support from a learning center. Ss were studied at three time intervals: prior to assignment, 2 months after assignment, and at the conclusion of the school year. Results indicated that there were no significant differences between the reintegrated and segregated EMR Ss after 2 months, but that reintegrated Ss were more internally controlled, had more positive attitudes toward school, and were more reflective in their behavior after one school year. (LH)

**ED 108 435** **EC 073 159**  
Strichart, Stephen S. Gottlieb, Jay

**Imitation of Retarded Children by Their Nonretarded Peers. Volume 3, Number 66.**

Research Inst. for Educational Problems, Cambridge, Mass.

Pub Date 74  
Note—23p.

**EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE**

Descriptors—Childhood, \*Educable Mentally Handicapped, Exceptional Child Research, \*Imitation, Interpersonal Competence, Mentally Handicapped, \*Models, \*Peer Relationship, Transfer of Training

Investigated was whether 60 nonretarded children (ages 9 to 12) would imitate the behavior of 20 educable retarded peers more competent in an experimental task. Each nonretarded observer was allowed to imitate the task behaviors of the retarded model who was either more competent, equally competent or less competent than the observer. Results indicated that nonretarded observers imitated the behaviors of the high competent retarded model significantly more often than the moderately competent model, with the latter in turn being imitated more than the noncompetent model. The data further revealed that competent retarded models were more likely to be chosen as partners on a future game task. (Author/CL)

**ED 108 436** **EC 073 160**  
Budoff, Milton And Others

**An Educational Test of Learning Potential Assessment with Spanish Speaking Youth. Vol. 4, No. 71.**

Research Inst. for Educational Problems, Cambridge, Mass.

Pub Date 74  
Note—28p.

**EDRS Price MF-\$0.76 HC-\$1.95 PLUS POSTAGE**

Descriptors—Bilingualism, \*Culture Free Tests, Disadvantaged Youth, Economically Disadvantaged, Elementary Education, \*Ethnic Groups, Exceptional Child Research, \*Intelligence Tests, \*Predictive Measurement, \*Spanish Speaking, Testing Problems

Identifiers—Raven Progressive Matrices, Wechsler Intelligence Scale for Children

Compared was the relative predictive power of learning potential (LP) and IQ measures for 54 low-income Spanish-speaking students (grades 2 through 6) in a transitional bilingual urban school. Ss were administered the Raven LP procedure, the Semantic Test of Intelligence, the Wechsler Intelligence Scale for Children (WISC) in Spanish, and the WISC Vocabulary Subtest in Spanish and English. Before and after participation in an electricity science curriculum unit taught in Spanish, Ss also took an electricity unit evaluation instrument. Results indicated that posttraining Raven LP scores significantly predicted performance on the minimally verbal symbolic level of the electricity instrument, that IQ scores were not positively related to posttesting electricity scores, and that the LP procedures resulted in increased performance levels on a reasoning task. (LH)

**ED 108 437** **EC 073 161**  
Gottlieb, Jay

**Attitudes Toward Retarded Children: Effects of Labeling and Behavioral Aggressiveness. Volume 4, Number 74.**

Research Inst. for Educational Problems, Cambridge, Mass.

Pub Date [74]  
Note—16p.

**EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE**

Descriptors—\*Aggression, Behavior Patterns, \*Childhood, Exceptional Child Research, Handicapped Children, \*Labeling (of Persons), \*Mentally Handicapped, Peer Relationship, Primary Grades

Effects of the label "mentally retarded" on attitudes of peers were examined among 48 third grade pupils. Half of the Ss were shown a videotape of an actor displaying acting out behavior, while the remaining Ss were shown a videotape with the same actor engaging in passive behavior. Half of the Ss in each group were told that the actor was a mentally retarded boy in a special class and the other half were told that he was a fifth grade pupil. Analysis of variance results revealed a significant interaction between label and behavior, indicating that Ss responded more negatively to the "mentally retarded" actor who displayed acting out behavior than to the same actor who exhibited identical behavior but was not labeled. Data suggested that labels should be considered only as they interact with specific behavior. (Author/CL)

**ED 108 438** **EC 073 162**

Gottlieb, Jay Corman, Louise

**Public Attitudes Toward Mentally Retarded Children. Volume 4, Number 75.**

Research Inst. for Educational Problems, Cambridge, Mass.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date 74

Grant—NE-G-00-3-0016  
Note—24p.

**EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE**

Descriptors—\*Community Attitudes, \*Discriminatory Attitudes (Social), Exceptional Child Research, \*Mentally Handicapped, Normalization (Handicapped), Regular Class Placement, \*Stereotypes

Investigated were the attitudes of 430 adults toward mentally retarded children. In addition to providing information on demographic characteristics, definition of retardation and degree of contact with retarded people, the Ss rated 48 attitudinal statements pertaining to retarded children. Factor analysis of questionnaire responses revealed four underlying attitude factors: positive stereotype, segregation in the community, segregation in the classroom, and perceived physical and intellectual handicap. Older Ss, parents of school aged children, and Ss with no previous contact with a retarded person tended to favor segregation of retarded children in the community. Results suggested that attitudes of these groups must be addressed if the retarded are to be successfully integrated into society. (Author/CL)

**ED 108 439** **EC 073 163**  
Corman, Louise Budoff, Milton

**The Picture Word Game: A Nonverbal Test of the Ability to Use Language-Related Symbols. Vol. 4, No. 77.**

Research Inst. for Educational Problems, Cambridge, Mass.

Pub Date 74  
Note—33p.

**EDRS Price MF-\$0.76 HC-\$1.95 PLUS POSTAGE**

Descriptors—Disadvantaged Youth, \*Economically Disadvantaged, Elementary Education, Exceptional Child Research, \*Language Handicaps, \*Language Tests, \*Nonverbal Tests

Identifiers—Picture Word Game

The Picture Word Game, a nonverbal test of the ability to use language-related symbols, was administered to 90 low-income urban students in grades 1 through 5. Ss were trained in one class period and then tested in class size groups within 2 days. In addition, previous scores on the Stanford Paragraph Meaning and Vocabulary Subtests were obtained from school records. Results indicated that the training-based procedure had advantages for assessing the language skills of low-income students who often have verbal deficits which inhibit them from displaying maximal competence on traditional tests. (Appendices contain sample copies of the student's training booklet and of the final version of the test.) (LH)

**ED 108 440** **EC 073 165**

**Assessment of the Handicapped Effort in Experimental Regular Head Start and Selected Other Exemplary Pre-School Programs Serving the Handicapped. Volume 1, Chapters 1-7. Final Report.**

Syracuse Univ., N.Y. Div. of Special Education and Rehabilitation.

Spons Agency—Office of Child Development (DHEW), Washington, D.C.

Pub Date Oct 74

Note—275p.; For related documents see EC 073166-169

**EDRS Price MF-\$0.76 HC-\$13.32 PLUS POSTAGE**

Descriptors—\*Early Childhood Education, Exceptional Child Research, Federal Legislation, \*Handicapped Children, Preschool Education, \*Program Evaluation, \*Regular Class Placement, Severely Handicapped

Identifiers—\*Project Head Start

Site visits (1973-74) to 52 regular Head Start programs, 14 experimental programs, and 10 selected non-Head Start preschool enrichment programs were conducted to evaluate the response of Head Start programs to a 1972 Federal mandate requiring at least a 10 percent

enrollment of handicapped children. Sources of information included interviews with Head Start directors, classroom observations, and case studies of individual handicapped children served. Among findings in regular Head Start programs were that reports by many programs of at least 10 percent handicapped children reflected a population of primarily mildly disabled children with very few severely impaired children being served; that essentially no programs had made significant modifications in their physical facilities or programs for severely handicapped children; and that the mandate appeared to have positive effects in increasing a coordinated involvement and effort with families and other community agencies. (LS)

**ED 108 441** **EC 073 166**  
**Assessment of the Handicapped Effort in Experimental Regular Head Start and Selected Other Exemplary Pre-School Programs Serving the Handicapped. Volume II, Appendices. Final Report.**

Syracuse Univ., N.Y. Div. of Special Education and Rehabilitation.

Spons Agency—Office of Child Development (DHEW), Washington, D.C.

Pub Date Oct 74

Note—261p.; For related documents see EC 073165-169

**EDRS Price MF-\$0.76 HC-\$13.32 PLUS POSTAGE**

Descriptors—\*Case Studies, Consultants, \*Early Childhood Education, Exceptional Child Research, Federal Legislation, \*Handicapped Children, \*Interviews, Preschool Education, Program Evaluation, \*Questionnaires, Records (Forms), Regular Class Placement  
 Identifiers—\*Project Head Start

Presented are appendices from the final report of an evaluation of the response of Head Start programs to a 1972 Federal mandate requiring at least 10 percent enrollment of handicapped children. Summarized are case studies of 20 handicapped children participating in Head Start. Listed are the 52 regular Head Start programs and 14 experimental projects visited in the study (including the grantee, location, region, and enrollment) and the 10 non-Head Start exemplary programs visited (including the program title, location, and director). Minutes are provided from meetings of the project's senior consultants. The final two sections consist of an interview guide and a questionnaire used to collect data from site visits to the programs studied. (LS)

**ED 108 442** **EC 073 167**  
**A Review of Research: Implications for the Head Start Handicapped Effort.**

Syracuse Univ., N.Y. Div. of Special Education and Rehabilitation.

Spons Agency—Office of Child Development (DHEW), Washington, D.C.

Pub Date Oct 74

Note—43p.; For related documents see EC 073165-169

**EDRS Price MF-\$0.76 HC-\$1.95 PLUS POSTAGE**

Descriptors—\*Child Development, \*Early Childhood Education, Exceptional Child Research, \*Handicapped Children, \*Intervention, Preschool Education, Regular Class Placement, \*Research Reviews (Publications)  
 Identifiers—\*Project Head Start

Reviewed is research in early childhood and special education said to have potential relevance for the development of Head Start services for handicapped children. Discussed is research over the past 15 years in two main areas: preschool intervention programs, and critical issues affecting the development of handicapped children and their families. Conclusions are summarized such as that recent preschool and intervention studies have attempted to place greater emphasis on a more total family and community involvement, and that most preschool intervention programs have excluded multiply handicapped and demonstrably disabled children. Implications of the research are seen to include the need for Head Start programs to provide services for handicapped children and their families at much earlier ages, and the need for development of a realistic, manageable pedagogy for integrated preschool programs. (LS)

**ED 108 443** **EC 073 168**  
**Costs in Serving Handicapped Children in Head Start: An Analysis of Methods and Cost Estimates. Final Report.**

Syracuse Univ., N.Y. Div. of Special Education and Rehabilitation.

Spons Agency—Office of Child Development (DHEW), Washington, D.C.

Pub Date Sep 74

Note—160p.; For related documents see EC 073165-169

**EDRS Price MF-\$0.76 HC-\$8.24 PLUS POSTAGE**

Descriptors—Cost Effectiveness, \*Early Childhood Education, Exceptional Child Research, Expenditure Per Student, \*Financial Policy, \*Handicapped Children, Preschool Education, \*Program Budgeting, \*Regular Class Placement  
 Identifiers—\*Project Head Start

An evaluation of the costs of serving handicapped children in Head Start was based on information collected in conjunction with on-site visits to regular Head Start programs, experimental programs, and specially selected model preschool programs, and from questionnaires completed by 1,353 grantees and delegate agencies of regular Head Start programs. Data regarding current and projected expenditures were obtained from sources such as existing budget and financial reports, and interviews with personnel involved in cost accounting. Among major conclusions of the study were that existing accounting practices in Head Start agencies fall far short of permitting complete and accurate documentation of the true costs of serving handicapped children; that estimates suggest that the cost of serving those handicapped children now enrolled (primarily the mildly handicapped) is only slightly more than that for serving any other typical Head Start child; but that the cost of serving severely handicapped children would be significantly greater than for the typical child. Recommendations included the need for a cost accounting procedure which provides for the recording of documented direct costs and an established proportion of indirect costs, utilizing programmatic budget procedures; and for the allocation of extra funds for the handicapped to be based on services rendered rather than on numbers of identified children enrolled. (LS)

**ED 108 444** **EC 073 169**  
**A Statement on Policy Recommendations on the Handicapped Effort in Head Start.**

Syracuse Univ., N.Y. Div. of Special Education and Rehabilitation.

Spons Agency—Office of Child Development (DHEW), Washington, D.C.

Pub Date Oct 74

Note—16p.; For related documents see EC 073165-169

**EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE**

Descriptors—\*Administrative Policy, \*Early Childhood Education, Equal Education, Exceptional Child Education, \*Handicapped Children, Preschool Education, \*Regular Class Placement

Identifiers—\*Project Head Start

The statement on policy recommendations to the Office of Child Development concerns the response of Head Start programs to Federal legislation requiring that 10 percent of their enrollment be reserved for handicapped children. Formulated by a group of independent consultants to a project which studied the handicapped effort in Head Start, the statement is said to have evolved partly from assessment of research data and partly from the deliberations and analyses of the consultants during the project year. Among the ten major conclusions cited are that handicapped children who are admitted are included in regular Head Start programs; that the moderately and severely handicapped appear to be frequently excluded from such program admission; and that Head Start staffs have positive attitudes toward the handicapped and their rights to developmental opportunities. Improvements recommended include the need for Head Start policies to make clear the intent to include children with severe handicaps, and the need for re-evaluation of the 10 percent requirement. (LS)

**ED 108 445** **EC 073 208**  
**Educators Prescriptive Handbook: A Developmental Sequence of Learning Skills.**  
 Santa Ana Unified School District, Calif.

Pub Date Sep 73

Note—248p.

Available from—Santa Ana Unified School District, Santa Ana, California (HC-\$15.00)

**EDRS Price MF-\$0.76 PLUS POSTAGE. HC Not Available from EDRS.**

Descriptors—Academic Achievement, Auditory Perception, \*Behavioral Objectives, Exceptional Child Education, Language Development, \*Learning Disabilities, Perceptual Motor Coordination, \*Remedial Instruction, \*Teaching Guides, \*Teaching Methods, Visual Perception

The handbook lists 141 developmental objectives with instructions for remediation to aid children with learning problems in the areas of sensory motor development, auditory perception, language, visual perception, and academic achievement. Objectives are listed in chart format with each objective associated with one or more skill examples, teaching methods, and supplemental teaching ideas and resources. The following specific skill areas are included (with the number of objectives in parentheses): directionality (3), gross motor (8), fine motor (9), auditory discrimination (8), auditory sequential memory (2), auditory closure (1), sound blending (1), auditory receptive language (4), visual receptive language (6), auditory associative language (5), visual associative language (4) expressive language (4), visual discrimination (10), visual sequential memory (8), visual closure (8), word analysis (15), vocabulary development (8), comprehension (8), study skills (11), computational math (13), and practical math (5). A typical example of an objective is the ability to identify absurdities in pictures for the area of visual receptive language. (DB)

**ED 108 446** **EC 073 211**  
**A Model Program for Diverse Handicapped Children (Pre-School).**

Nevada State Dept. of Education, Carson City.

Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.

Pub Date 73

Note—55p.

**EDRS Price MF-\$0.76 HC-\$3.32 PLUS POSTAGE**

Descriptors—Delivery Systems, Demonstration Projects, \*Educational Programs, Exceptional Child Education, Kindergarten, Multiply Handicapped, \*Normalization (Handicapped), Program Planning, \*Readiness (Mental), \*Self Care Skills, \*Severely Handicapped, Staff Role, Student Teacher Ratio

Described is a model program for developing the educational readiness and self-help skills of severely handicapped kindergarten and preschool children with a wide range of physical, mental, neurological or sensory deficits. It is explained that the program should provide heterogeneous grouping, individualized instruction, door-to-door transportation and parent education. A major program goal is normalizing the child's functioning to facilitate subsequent placement in existing regular or special education classes. Three service delivery levels (optimum, basic and minimal) are discussed in regard to teacher-pupil ratio, physical plant, materials and equipment, and the roles of supporting staff members (including social workers, psychologists, and occupational and physical therapists). Also considered are problems and solutions experienced by staff members at the Variety School for Special Education (Las Vegas) in such areas as ongoing assessment and the provision of direct and supportive services. Appendixes contain a detailed individual program profile for a student with multiple congenital anomalies and sample questions from a parent attitude and behavior inventory. (LH)

**ED 108 447** **EC 073 212**  
**Jones, C. D., Jr.**

**Special Education in the States: Legislative Progress Report.**

Education Commission of the States, Denver, Colo.

Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.

Pub Date Apr 75

Grant—OEG-0-72-0242(607)

Note—37p.; All pages are horizontal each requiring 2 microfiche frames; For additional information see EC 070533 and EC 073213

**EDRS Price MF-\$0.76 HC-\$1.95 PLUS POSTAGE**

Descriptors—Civil Liberties, \*Equal Education, Exceptional Child Education, Financial Support, \*Handicapped Children, Services, Special Education, \*State Aid, \*State Legislation, \*State Standards, Teacher Certification, Transportation

The first in a series of three legislative progress reports presents an overview of approximately 75 major 1974-75 state bills concerning the education of exceptional children. Bills are organized into the following categories: census/registry/reporting; centers, commissions and offices for special education services; certification of professional personnel; comprehensive special education services; early education services; enrollment limitations/expanded special education services; finance formulas/taxation; residency requirement; rights of handicapped persons; state aid for categorical and general special education programs; state policy; and transportation aid. Information provided for each bill includes state name, bill number and sponsor, a summary of basic provisions, and status as of March, 1975. (LH)

ED 108 448

EC 073 213

Jones, C. D., Jr.

**Special Education in the States: Legislative Progress Report, Second Report.**

Education Commission of the States, Denver, Colo.

Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.  
Pub Date Jun 75

Grant—OEG-0-72-0242(607)

Note—40p.; Majority of pages are horizontal each requiring 2 microfiche frames; For additional information, see EC 073212

EDRS Price MF-\$0.76 HC-\$1.95 PLUS POSTAGE

Descriptors—Civil Liberties, \*Equal Education, Exceptional Child Education, Financial Support, \*Handicapped Children, Services, Special Education, \*State Aid, \*State Legislation, \*State Standards, Teacher Certification, Transportation

The second in a series of three legislative progress reports presents an overview of approximately 100 major state bills introduced during 1975 that affect the education of exceptional children. Bills are organized into the following categories: centers, commissions and offices for special education services; certification of professional personnel; early education services; enrollment limitations; expanded special education services; finance formulas/taxation; residency requirement; rights; sanctions; state aid for categorical and general special education programs; state policy; and transportation aid. Information provided for each bill includes state name, bill number and sponsor, a summary of basic provisions, and status as of May, 1975. (LH)

ED 108 449

EC 073 250

Schoof, Loren T., II

**An Analysis of Optacon Usage.**

Telesensory Systems, Inc., Palo Alto, Calif.  
Pub Date [75]

Note—30p.

EDRS Price MF-\$0.76 HC-\$1.95 PLUS POSTAGE

Descriptors—Adults, \*Blind, \*Employment Opportunities, \*Job Skills, \*Reading Speed, Research Projects, \*Sensory Aids, Surveys, Visually Handicapped

Identifiers—\*Optacon

Use of the Optacon, a reading aid for the blind, was explored in regard to user occupations, factors affecting reading speed, and how the machine is used on the job. Data were obtained from a survey of 250 Optacon users; from statistical analyses of information gathered about 41 Optacon trainers; and from a telephone survey of 17 blind people in different occupational groups who use the Optacon as a job tool. Results included findings that students, housewives, computer professionals, social workers, and business personnel are major Optacon users; that young people read more quickly at the end of Optacon can be a useful tool in any occupation where retrieval of printed information is useful; that persons in entry-level positions are strongly motivated to use the Optacon on the job; and that the Optacon enables users to plan and to organize their work more efficiently. (LH)

ED 108 450

EC 073 251

Lustben, Jeanne And Others

**Sensory-Integration and Motor Planning Activities for Handicapped Children.**

New Mexico State Univ., Las Cruces.

Note—15p.

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—\*Cerebral Palsy, Exceptional Child Education, \*Individual Activities, \*Instructional Materials, Mentally Handicapped, \*Motor Development, Perceptual Motor Coordination, Physically Handicapped, \*Sensory Integration  
Based on the Las Palomita, New Mexico Sensory Training Program, suggestions are offered to parents for activities that can be done at home to improve the sensory motor integration of children with cerebral palsy or other physical or mental handicaps. Included are directions for activities to improve posture, balance and coordination and walking as well as for making or purchasing inexpensive equipment. (LH)

ED 108 451

EC 073 256

Murray, Charles

**Project Serch: Seeking Educational Resources for Children with Handicaps. State Wide Report. Final Report.**

Educational Improvement Center, Pitman, N.J.  
Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.; New Jersey State Dept. of Education, Trenton.

Pub Date Jan 75

Note—500p.

EDRS Price MF-\$0.92 HC-\$24.75 PLUS POSTAGE

Descriptors—Deaf Blind, Early Childhood Education, \*Educational Facilities, \*Educational Needs, Elementary Education, \*Emotionally Disturbed, Exceptional Child Education, Identification, Multiply Handicapped, Secondary Education, \*Severely Handicapped, \*State Programs

Identifiers—Elementary Secondary Education Act Title VI, New Jersey

Presented is the final report of a Title VI project that was set up in New Jersey to plan statewide day school facilities which would provide sequential educational programs from nursery through grade 12 for severely handicapped children in four categories: deaf, deaf blind, severely emotionally disturbed, and multiply handicapped. It is explained that six regional committees composed of interested citizens were charged with tasks such as identifying the children to be served, determining their educational needs, and offering recommendations concerning physical plant needs and site specifications; and that final reports of six regional planning units were correlated by a coordinating council for presentation to the State Board of Education. A major portion of the document consists of detailed information on such project aspects as the proceedings of numerous regional and coordinating council meetings and recommended educational specifications for each of the six regions, including facility and land site checklists, data on incidence of handicapped children, and tables giving program statistics. Appendixes include results of a parent-educator survey about educational goals and consultant reports on the needs of deaf, emotionally or socially disturbed, and multiply handicapped children. (LH)

ED 108 452

EC 073 312

Tica, Phyllis L. Shaw, Julius A.

**Barrier-Free Design Accessibility for the Handicapped.**

City Univ. of New York, N.Y. Graduate School and Univ. Center; City Univ. of New York, N.Y. Inst. for Research and Development in Occupational Education.

Report No—74-3

Pub Date Sep 74

Note—37p.

EDRS Price MF-\$0.76 HC-\$1.95 PLUS POSTAGE

Descriptors—Adults, \*Architectural Barriers, \*Building Design, \*Design Needs, Exceptional Child Services, \*Physically Handicapped, Wheel Chairs

Intended to aid administrators, architects, engineers, and contractors in designing barrier-free environments for the physically handicapped, the booklet contains information on accessibility

aspects of the New York City Building Code and recommendations derived from experiments with the handicapped community as well as national and international sources. Recommendations (often accompanied by illustrative diagrams) are offered concerning the design of facilities such as exits, ramps, bathrooms, elevators, drinking fountains, public telephones, and parking lots. Also provided are wheelchair specifications and a barrier-free checklist. (LH)

## FL

ED 108 453

FL 004 095

Howlett, F. G.

**Telemethod (Telemethod).**

Ontario Educational Communications Authority, Toronto.

Pub Date [74]

Note—17p.

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—\*Audiovisual Aids, \*Audiovisual Instruction, Cultural Education, \*Educational Television, French, Individualized Instruction, \*Language Instruction, Learning Activities, Modern Languages, Role Playing, Second Language Learning, Teaching Methods, \*Video Tape Recordings, Visual Aids

This publication is a guide to the use of television in language instruction, in particular for Grade 7 French instruction in Ontario. Basic methodology is reviewed, followed by a description of how television instruction can be individualized through the use of a video-recorder. Student television productions are also discussed. A sample production plan is given, including suggestions to improve production. An appendix lists linguistic, attitudinal, and cultural objectives of the grade 7 French program. The complete booklet consists of both English and French versions of the same material; only the English version is presented here. (AM)

ED 108 454

FL 004 244

Seelye, H. Ned, Ed.

**Teaching Cultural Concepts in Spanish Classes.**

Illinois State Office of the Superintendent of Public Instruction, Springfield.

Pub Date 72

Note—152p.

EDRS Price MF-\$0.76 HC-\$8.24 PLUS POSTAGE

Descriptors—Annotated Bibliographies, Biculturalism, Bilingual Education, Comics (Publications), Cultural Awareness, \*Cultural Education, Cultural Enrichment, Cultural Factors, Cultural Traits, Curriculum Guides, Instructional Aids, Language Enrichment, \*Language Instruction, Latin American Culture, \*Resource Materials, \*Second Language Learning, Second Languages, Social Studies, Spanish, \*Spanish Culture, Teaching Methods

Identifiers—NDEA Title III

Foreign language and bilingual-migrant supervisors in the Office of the Superintendent of Public Instruction in Illinois are seeking to broaden the goals of foreign language instruction by introducing cultural education along with language instruction. This publication consists of 17 articles on many aspects of the teaching of culture in foreign language classes, specifically Spanish classes. Information includes: (1) a one-act play-commentary on the lack of relevance in foreign language instruction; (2) a documented review of the state of culture in foreign language classes; (3) an attempt to implement a variety of cultural objectives; (4) a discussion of techniques for teaching cultural concepts; (5) recent sources of ideas concerning the aims of social studies instruction; (6) an example of how content sources might be organized around a pertinent topic; (7) a description of a bilingual/bicultural experiment; (8) an example of how a language class can develop sympathetic understanding of a peer culture; (9) an outline of aspects of Latin American culture which can be developed in brief daily lessons at the end of the Spanish class; and (10) an annotated bibliography of some 200 recent publications, which is intended as an aid to the teacher in selecting recent titles on Latin America. (Author/AM)



## 102 Document Resumes

ED 108 455 FL 004 344

Butler, David C. And Others  
Cognitive Scaffolding in the Learning of Foreign Language Vocabulary: An Experimental Study.  
Pub Date Apr 73

Note—22p. Paper presented at the AECT Convention (Las Vegas, April 1973)  
EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—Cognitive Processes, German, Language Aids, Language Instruction, Language Research, Learning, Learning Activities, \*Learning Processes, Learning Theories, Memorizing, Memory, \*Mnemonics, \*Psycholinguistics, Recall (Psychological), Retention, \*Second Language Learning, \*Vocabulary, Word Study Skills

This paper reports on an experiment in metacognitive behavior ("Student inspection and processing activities that give birth to learning") as related to second-language vocabulary learning. The experiment was designed to determine whether visual mnemonics are more effective than unelaborated rehearsal technique for learning FL vocabulary, and whether a given visual mnemonic is more effective than one invented by the student. Seventy-five Spanish-language students with no prior training in German were randomly assigned to one of five groups, whose task was to learn the meaning of 24 German words as they were pronounced by native speakers. As each German word was pronounced on tape, the English meaning was flashed on the screen plus a mnemonic phrase. Group MG was told to use the mnemonic phrase in learning the word meanings; Group A was told to use a specific algorithm; Group A-8 was told to make up original algorithms; Group R was instructed to repeat the word and its meaning silently as many times as possible; Group C, the control group, was told to use any method. All groups were allotted 12 seconds per word except Group A-8, which had 20. A learning text was administered immediately after the instruction session, followed by a questionnaire and then by a retention test. A major conclusion is that strategies involving verbal or visual mnemonics were considerably more effective than a repetition technique, and that a self-generated visual mnemonic is more effective than a given one. (AM)

ED 108 456 FL 004 366

Performance Objectives for Foreign Languages in Michigan Schools.

Michigan State Dept. of Education, Lansing.

Pub Date Feb 73

Note—167p.

EDRS Price MF-\$0.76 HC-\$8.24 PLUS POSTAGE

Descriptors—\*Behavioral Objectives, Cultural Education, \*Curriculum Guides, Educational Objectives, French, German, Language Ability, \*Language Instruction, Language Programs, \*Language Skills, Latin, Linguistic Performance, \*Modern Language Curriculum, Reading Skills, Spanish

Identifiers—\*Michigan  
Performance objectives for the foreign language curriculum in Michigan schools are presented in draft form. Objectives are outlined for stages A (beginning) through D (advanced). The remainder of the volume deals with stage A. It provides a detailed description of the minimum behavioral objectives for basic language skills at the end of the A-level, followed by minimum objectives for career, affective domain, and bilingual education reading. Finally, specific performance objectives for French, German, Spanish, and Latin are given. These objectives deal with phonology, vocabulary, grammatical structure, oral skills, language comprehension, and culture. A vocabulary list follows the objectives for each language. (AM)

ED 108 457 FL 005 509

Shny, Roger W.  
Sociolinguistics and Educational Planning in the U.S.

Pub Date 28 Jun 73

Note—22p. Paper presented at the AAAS Seminar on Science and Man (Mexico City, June 1973)

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—Attitudes, Compensatory Education, \*Educational Improvement, \*Educational Innovation, \*Educational Planning, Elementary

Secondary Education, Language Arts, Language Planning, \*Sociolinguistics, Teacher Education

This paper discusses the role of linguistics in educational planning and argues that, in order for sociolinguistic principles to be introduced and implemented, it will be necessary for sociolinguists to remember the failures of linguistics in the past, to rethink their attitudes concerning the relationship of their discipline to education, and to plan a program for influencing teacher preparation, research, materials development and evaluation. Sociolinguists will have to become tolerant of the discipline toward which they hope to have influence; start from the problems as they are perceived by the target group; examine extant innovative strategies and motivations and develop new ones or adapt old ones; and address the implementation of their goals by infiltrating professional education organizations. It is concluded that the implementation of sociolinguistic planning in the schools is not likely to be any more successful than structural or generative linguistics was unless the task is seen from a realistically broad perspective which includes political as well as academic components. (Author/AM)

ED 108 458 95 FL 005 537

Materiales en Marcha para el Esfuerzo Bilingüe-Bicultural (Materials on the March for the Promotion of Bilingualism/Biculturalism), December 73.

San Diego City Schools, Calif.

Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C. Div. of Bilingual Education.

Pub Date Dec 73

Note—55p. In English, Spanish, and Portuguese

EDRS Price MF-\$0.76 HC-\$3.32 PLUS POSTAGE

Descriptors—Biculturalism, \*Bilingual Education, Bilingualism, Ethnic Groups, \*Instructional Materials, Language Instruction, Languages, Mexican Americans, Minority Groups, Newsletters, \*Portuguese, \*Resource Materials, \*Spanish, Spanish Americans, Spanish Culture

Identifiers—Elementary Secondary Education Act Title VII, ESEA Title VII

This newsletter is designed to promote bilingual/bicultural education. Articles in this issue include: "Una Mejor Comprensión de la Cultura Hispanoamericana" ("A Better Understanding of Hispanoamerican Culture"), "Portuguese Science Materials," "Comentario Sobre Materiais Portugueses" ("Commentary on Portuguese Materials"), "Will Foreign Languages Still Be Taught in the Year 2000," "Comprehensive Bilingual Education Amendments Act of 1973," and "Foreign Languages—A Strategic National Resource." A list is provided of United States distributors of foreign educational materials in Spanish and Portuguese. The text is in English, Spanish, and Portuguese. (AM)

ED 108 459 FL 006 026

Ramunny, Raji M.  
Individualized Instruction and the Teaching of Arabic Phonology and Script.

Pub Date Nov 73

Note—15p. Paper presented at the Annual Meeting of the Middle East Studies Association (7th, Milwaukee, November 1973)

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—\*Arabic, \*College Language Programs, Higher Education, \*Individualized Instruction, \*Language Instruction, Language Laboratory Use, Orthographic Symbols, Phonology, \*Programmed Materials, Program Evaluation, Pronunciation, Reading Instruction, Teaching Methods

In recent years, individualized instruction has been gaining popularity in foreign language teaching. The results obtained from experimentation with this new approach has offered new insights into methods of teaching and students' needs. This article is based on experimentation with "A Programmed Course in Modern Literary Arabic Phonology and Script" prepared by Ernest McCarus and the author in 1969. The program was used by four classes of first year Arabic of the Department of Near Eastern Studies at the University of Michigan. First, the article presents a description of the programmed materials, disclosing their nature, scope and layout. Second, it attempts to evaluate their effectiveness in facilitating the learning of Arabic sounds and

writing systems. And third, it analyzes the results achieved in terms of their pedagogical implications. (Author)

ED 108 460 95 FL 006 028

Politzer, Robert L. McKay, Maryann  
A Pilot Study Concerning the Development of a Spanish/English Oral Proficiency Test. Research and Development Memorandum No. 120.

Stanford Univ., Calif. Stanford Center for Research and Development in Teaching.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date Apr 74

Contract—NIE-C-74-0049

Note—48p.

EDRS Price MF-\$0.76 HC-\$1.95 PLUS POSTAGE

Descriptors—\*Bilingual Students, Diagnostic Tests, Grammar, Interference (Language Learning), Language Ability, Language Proficiency, \*Language Tests, \*Material Development, Second Languages, \*Spanish Speaking, \*Test Construction, Testing, Test Validity, Vocabulary

This study represents several years' work on devising tests to measure children's relative proficiency in two languages or speech varieties. A preliminary oral proficiency test in English and Spanish was administered to 45 bilingual students, of whom 41 took both versions. On the basis of difficulty and significant tendencies, 32 items were selected as the revised version of the vocabulary test and 16 items as the revised version of the grammar test. Five independent variables (grade, sex, years of schooling in the United States, place of birth, and reported language use with family) were used in a univariate analysis of test scores in order to determine whether they contributed significantly to the variance in those scores. In most cases the significant contribution of the independent variables were in the expected direction (e.g., performance in English increased with grade). Modification of the grammar test is required in order to focus students' responses on the intended grammatical structures. Administration of both parts of the proficiency test on grammar to larger and different samples of pupils, and the correlation of test results with other independent variables, are needed to establish the validity of the test. (Author/AM)

ED 108 461 FL 006 345

Marchal, Raymond

La methode audio-visuelle et structuro-globale doit devenir une methode eclectique. (The Audiovisual and Structuro-Global Method Must Become an Eclectic Method).

Pub Date Jun 73

Note—10p. In French; Paper presented at the Colloquium on Multimedial Language Instruction (June 1973)

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—\*Audiolingual Methods, Class Size, Grammar Translation Method, \*Language Instruction, \*Language Skills, \*Oral Expression, Pattern Drills (Language), Secondary Education, Spelling, Standard Spoken Usage, Substitution Drills, \*Teaching Methods

Identifiers—\*Belgium  
This paper questions the practical application of the audiovisual method in FL instruction in Belgian secondary schools. Some of the reasons for the lack of success of the audiolingual method are given as: the large size of the classes; the young age and poor motivation of the students; the small number of weekly hours devoted to FL instruction; and the poor preparation of the professors. An eclectic method is proposed which incorporates: (1) the use of the FL as much as possible; (2) the active use of the mind, from the Direct Method; and (3) the use of drills, exercises, composition practice, etc., from the grammatical method. In addition, to insure the method's success, class sizes must be reduced; the aural-oral period must last several months; weekly instruction hours must be increased; and traditional methods such as dictation and translation must be used to insure the development of spelling and comprehension skills. It is hoped that this active and intensive method will give students a firm foundation with emphasis on the spoken language. (Author/AM)

ED 108 462 FL 006 379

Webster, Brendan O'Connor Ingram, David  
**The Comprehension and Production of the Anaphoric Pronouns "He, She, Him, Her" in Normal and Linguistically Deviant Children. Papers and Reports on Child Language Development, No. 4.**

Stanford Univ., Calif. Committee on Linguistics.  
 Pub Date Jun 72  
 Note—24p.

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—\*Child Language, Comprehension Development, Distinctive Features, Form Classes (Languages), Grammar, \*Language Development, Language Research, Linguistic Performance, Morphology (Languages), Nominals, Phrase Structure, \*Pronouns, \*Psycholinguistics, \*Retarded Speech Development, Structural Analysis, Syntax, Testing, Verbal Development, Vocabulary Development  
 Identifiers—Gender

Research was conducted to study systematically the comprehension and production of the pronouns "he, she, him, her" in the language of normal and linguistically deviant children. The purposes of the study were to: observe the manner in which normal children comprehend and produce these four pronouns, in terms of both their use and their distinctive features of sex and case; compare these results with similar phenomena in linguistically deviant children; and determine the general systematic stages of pronoun development. Thirty linguistically normal and thirty linguistically deviant children were tested. Each subject was asked to perform one comprehension and one production test involving the use of four dolls: father, mother, son, and daughter. Responses were tape-recorded and transcribed. Three main classes of errors emerged: errors of gender, of reference, and of both gender and reference. Errors of gender and reference were most prevalent in the normal group; errors of gender reversal were most common in the deviant group. Other findings included: (1) females in both groups tended to make fewer errors than males; (2) generally, high performance on comprehension tasks was accompanied by high performance on production tasks; (3) generally, comprehension task scores were equal to or greater than those received on production tasks; and (4) the deviant group performance fell well below the normal group performance. (AM)

ED 108 463 FL 006 422

Dubois, Betty Lou Falls, Guadalupe Valdes  
**Mexican-American Child Bilingualism: Double Deficit?**

Pub Date 174

Note—14p.

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—\*Bilingualism, Bilingual Students, \*Child Language, Language Development, Language Standardization, Nonstandard Dialects, \*Second Language Learning, \*Spanish Speaking, \*Standard Spoken Usage

This paper argues that Mexican-American bilinguals are in danger of becoming victims of a double-deficit theory, i.e., they are erroneously considered by some to be deficient in both their languages. An article by Joseph H. Matluck and Betty J. Mace that takes the double-deficit viewpoint is refuted as being damaging to Mexican-American children. This position is defended by general remarks on standard usage, language change, interference, and first and second language acquisition; and by illustrating specific errors made in generalizing on the Mexican-American child's linguistic "deviations." (Author/AM)

ED 108 464 FL 006 426

Peterson, Jan Paukert  
**Teacher as Learner: A Year with the Mississippi Choctaw Indians.**

Pub Date 19 Apr 74

Note—8p.

Available from—Journal of Applied Communication Research, Drawer NJ, Mississippi State, Mississippi 39762 (\$2.50)  
 Journal Cit—Journal of Applied Communications Research, Spring 1975

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—Adult Basic Education, \*American Indian Culture, American Indians, Basic Skills,

\*Choctaw, \*Cultural Differences, Cultural Traits, \*Culture Contact, Eye Voice Span, Intercultural Programs, Language Styles, Oral Expression, Persuasive Discourse, Rhetoric, \*Speech Instruction, Speech Skills

This paper describes the experience of a Basic Speech teacher with college-age Choctaw Indian students enrolled in a combination college and vocational training program. In the process of teaching basic speech techniques, the teacher learned a valuable lesson in Choctaw cultural patterns. Time concepts; social etiquette such as name-giving, criticism, and eye contact; and the idea of group activity as opposed to personal competition had to be dealt with in terms of differing Anglo and Choctaw norms; and adjustments were made on both sides. Choctaw humor was also discovered. The greatest lessons learned, however, were a respect for the Choctaws' tolerance, refusal to make anyone feel ill at ease, and determination to respond to the Anglo world in terms of their own culture. (AM)

ED 108 465 FL 006 501

Filipovic, Rudolf, Ed.

**Reports 9, the Yugoslav Serbo-Croatian - English Contrastive Project.**

Center for Applied Linguistics, Washington, D.C.; Zagreb Univ. (Yugoslavia), Inst. of Linguistics.  
 Pub Date 74

Note—126p.

Available from—Institut Za Lingvistiku, Filozofski Fakultet, Box 171, 41001 Zagreb, Yugoslavia (\$3.00)

EDRS Price MF-\$0.76 HC-\$6.97 PLUS POSTAGE

Descriptors—Adjectives, Annotated Bibliographies, \*Contrastive Linguistics, Descriptive Linguistics, Determiners (Languages), English, Grammar, Semantics, \*Sentence Structure, \*Serbo-Croatian, Slavic Languages, \*Structural Analysis, Synchronic Linguistics, Syntax, Verbs

The ninth volume in this series contains seven articles dealing with various aspects of English-Serbo-Croatian contrastive analysis. They are: "A Note on Modifiers of Comparatives in English and Serbo-Croatian," by Wayles Browne; "Superlative Structures in English and Their Correspondents in Serbo-Croatian," by Vladimir Ivir; "Semantic Aspects of Adjective Comparison in English and Serbo-Croatian," by Vladimir Ivir; "Passive Sentences in English and Serbo-Croatian," by Ljiljana Mihailovic; "The Definite Determiner in English and Serbo-Croatian," by Olga Miseska Tomic; "English and Serbo-Croatian WH-Words, Their Derivatives and Correlates," by Olga Miseska Tomic; and "An Annotated Bibliography of Research in Scientific and Technical Language," by L. Selinker, L. Trimble, and T. Huckin. (AM)

ED 108 466 FL 006 585

Smith, Robert Lawrence, Jr.

**The Syntax and Semantics of ERICA. Technical Report No. 185, Psychology and Education Series.**

Stanford Univ., Calif. Inst. for Mathematical Studies in Social Science.  
 Pub Date 14 Jun 72

Note—328p.

EDRS Price MF-\$0.76 HC-\$17.13 PLUS POSTAGE

Descriptors—Ambiguity, \*Child Language, Computational Linguistics, Context Free Grammar, Descriptive Linguistics, Grammar, \*Language Development, Language Patterns, Language Research, Lexicology, Linguistic Theory, \*Mathematical Linguistics, Phrase Structure, Psycholinguistics, \*Semantics, Structural Analysis, \*Syntax

This report is a detailed empirical examination of Suppes' ideas about the syntax and semantics of natural language, and an attempt at supporting the proposal that model-theoretic semantics of the type first proposed by Tarski is a useful tool for understanding the semantics of natural language. Child speech was selected as the best place to find data on natural language because it presents a view of the real problems represented by natural language, and because it allows the study of the process of language development. The main body of data consists of a series of recordings between a 32-month-old girl, Erica, and several adults. The ERIC corpus is found to be syntactically simpler and semantically more straightforward than adult speech. It is divided into utterances; its vocabulary is compared to ADULT vocabulary; a word frequency count is

made; and its words are classified grammatically. A discussion follows of the standard concepts and results of the theory of generative grammars. A grammar for ERICA is devised, with special attention to lexical ambiguity. Mathematical syntax and semantics are discussed, followed by a description of ERICA semantics, with special reference to grammatical and semantic ambiguity. Conclusions include: (1) a reasonable probabilistic grammar for ERICA can be constructed; (2) the grammar GE1 is the best model for lexical disambiguation; (3) the grammar functions reasonably well semantically; (4) the notion of probability can play a key role in the construction of a semantics; and (5) simple set-theoretical functions are often successful in describing the ERICA semantics. (Author/AM)

ED 108 467 FL 006 745

Roberts, Felicity Williams, Jac L.  
**Welsh-Medium Nursery Schools, 1968, a Survey. Pamphlet No. 16.**

Wales Univ., Aberystwyth, Univ. Coll. of Wales.

Pub Date 69

Note—14p.

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—Biculturalism, \*Bilingual Education, Bilingual Schools, Cultural Factors, Educational Policy, \*Language Instruction, Language Planning, \*Nursery Schools, Preschool Education, \*Program Evaluation, \*School Surveys, Second Language Learning, \*Welsh

This pamphlet summarizes findings of a survey of Welsh-medium nursery education in Wales as of 1968. Information about premises, equipment, and activities was collected by means of questionnaires, interviews, and visits to sample schools. The survey covers voluntary Welsh-medium nursery schools, but local authority-maintained classes were included for comparative purposes. Growth of the movement is discussed, as well as problems of space and budget. The background of the teachers and students is also discussed. The primary motivation is seen to be the desire to preserve the Welsh language and culture, but interest and support was also found in non-Welsh homes. Based on an assessment of students' progress, it is concluded that the voluntary Welsh-medium nursery schools promote bilingualism without detriment to academic progress; that this movement is still primarily a middle-class movement; and that Welsh-medium nursery education should be incorporated into the state-supported system. (AM)

ED 108 468 FL 006 746

Jones, Dan L.

**The Second Penparcau School Project in Early Bilingualism.**

Wales Univ., Aberystwyth, Univ. Coll. of Wales.

Pub Date Feb 72

Note—12p.

Journal Cit—Bulletin, Collegiate Faculty of Education; n19 p3-13 Feb 1972

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—\*Bilingual Education, Bilingual Students, Child Language, Educational Experiments, Instructional Aids, \*Language Instruction, Language Planning, Language Proficiency, Language Research, Oral Communication, \*Preschool Education, \*Second Language Learning, Teaching Methods, \*Welsh

This article describes an experiment in early Welsh-English bilingual education which was begun in September of 1968 with 35 children and which continued for two years. There was one male teacher who used mostly Welsh and taught for one hour per day. The average age of the children at the beginning of the two-year experiment was five years, two months. Initial strategies included the use of simple patterns and light vocabulary load, plus the use of puppets, illustrations, and music; the use of these and other teaching aids is described. Satisfactory progress was made in oral and then written proficiency, to the extent that science is now being taught in Welsh, and it is believed that other subjects could be taught in Welsh as well. Suggestions for further experimental work includes ascertaining the effects of different age groups, different time ratios, "outside" teachers, and daily routine school life. (AM)

ED 108 469 FL 006 747

Ellis, Tecwyn Williams, Jac L.

The Presentation of Welsh as a Second Language:

Some Suggestions. Pamphlet No. 8.

Wales Univ., Aberystwyth. Univ. Coll. of Wales.

Pub Date 61

Note—22p.

EDRS Price MF-\$0.76 HC-\$1.58 PLUS

POSTAGE

Descriptors—Bilingual Education, Educational Objectives, Educational Planning, \*Educational Policy, Grammar Translation Method, Language Enrichment, \*Language Instruction, \*Language Planning, Official Languages, \*Second Language Learning, Structural Linguistics, Teaching Methods, \*Welsh

This pamphlet offers some suggestions on the use of Welsh as a second language in Welsh schools. In the present-day situation the goal of a bilingual Wales is far from realized; it appears that equal fluency in both languages is seldom achieved. A case is made for: (1) thorough grounding in a child's home language before the introduction of a second; and (2) the introduction of the second language at an early age. It is also noted that the precarious position of Welsh vs. English calls for special handling of English as a second language in Welsh-speaking Wales. Attention is drawn to the need for the introduction of Welsh in nursery schools. Suggestions are made for the use of nursery rhymes, songs, etc. and for considerate and sympathetic teaching to insure a positive attitude in the child. It appears that the whole school system needs to be adjusted to achieve the bilingual goal. Finally, consideration is given to the teaching of Welsh as a second language to older children. The Bilingual Translation Method is advocated for this purpose, and the structural approach is also discussed. Finally, true bilingualism is seen as possible only through an adequate number of contact hours with each language. (AM)

ED 108 470 FL 006 871

Rodgers, Judy Herring, Lynda

An Experiment in Team Teaching.

Pub Date [74]

Note—26p.

EDRS Price MF-\$0.76 HC-\$1.95 PLUS

POSTAGE

Descriptors—Conversational Language Courses, Cultural Education, \*Educational Experiments, Grammar, Independent Study, \*Language Instruction, Learning Activities, Pattern Drills (Language), Secondary Education, \*Spanish, Student Evaluation, Student Motivation, \*Teaching Methods, \*Team Teaching, Testing, Vocabulary

This paper describes an experiment in team teaching involving 25 students in a Spanish language class on the high school level. Team teaching was found to be particularly suited to vocabulary presentation, testing, culture teaching, grammar explanations, dramatization of stories and fables, pronunciation drills, and class-room conversation. It was also found that both teachers and students benefited from team teaching in a variety of ways. Ideas, tasks, grading, and planning were shared; and teachers were motivated by peer cooperation to strive for greater excellence in teaching. Students were more highly motivated and preferred team teaching over the traditional approach. Finally, team teaching made possible more individual attention, greater variety of activities, and a more informal classroom atmosphere. The following project materials are provided: a room plan; lesson plans; independent study project topics, and student evaluation questionnaires. (Author/AM)

ED 108 471 FL 006 889

Krueger, John R.

Uralic - Altaic and Inner Asian.

Pub Date Oct 74

Note—16p.; Paper presented at the Conference on Material Development Needs in the Uncommonly Taught Languages: Priorities for the 70's (Columbia, Maryland, Sept. 29-Oct. 2, 1974)

EDRS Price MF-\$0.76 HC-\$1.58 PLUS

POSTAGE

Descriptors—Bibliographies, \*Curriculum Development, Dictionaries, Educational Needs, Finno Ugric Languages, Instructional Materials, Language Aids, \*Language Instruction, Language Planning, \*Material Development, Mongolian Languages, Reading Materials, Resource Materials, Sino Tibetan Languages, Turkic

Languages, \*Uncommonly Taught Languages, \*Uralic Altaic Languages

Identifiers—\*Neglected Languages Materials Conference 1974

This report discusses the progress made in the development of curriculum materials for the Uralic and Altaic languages. A main point is that the instructional objectives for these languages have changed: the need has shifted from basic courses to solid reference works, such as student manuals, reference grammars, readers, dictionaries, and bibliographies, which can be used by small classes or by individuals working on their own. This will assure the development and the maintenance of a relatively small group of specialists prepared to face emergencies and constituting a reserve of national expertise. An overview is provided of linguistic areas for the development of priority language materials; these areas are divided into Uralic, Altaic, and Tibetan. Generally, priorities are determined in terms of curriculum materials already in existence and those needed, rather than in terms of language popularity. (AM)

ED 108 472 FL 006 892

Sato, Esther

The Case of Hawaii's Japanese Language Program in the Secondary Schools.

Pub Date 74

Note—5p.; Paper presented at the Conference on Material Development Needs in the Uncommonly Taught Languages: Priorities for the 70's (Columbia, Maryland, Sept. 29-Oct. 2, 1974)

EDRS Price MF-\$0.76 HC-\$1.58 PLUS

POSTAGE

Descriptors—Career Education, Cultural Awareness, Cultural Background, Cultural Pluralism, Curriculum Development, Educational Needs, Instructional Materials, \*Japanese, Language Aids, \*Language Instruction, \*Language Programs, Material Development, Resource Materials, Secondary Education, Second Language Learning, Second Languages, \*Uncommonly Taught Languages

Identifiers—Hawaii, \*Neglected Languages Materials Conference 1974

This paper describes the historical development of the Japanese language program in Hawaiian elementary and secondary schools, and the curriculum materials development that accompanied it. The growth of Hawaiians' interest in and awareness of their Japanese background and cultural heritage is cited as one reason for the increase in Japanese and Hawaiian language programs and the decline of other FL programs. In view of the trends in education locally and nationally, the following are suggested as areas of concentration for curriculum material development in Japanese: Career Language Programs that are work-oriented; presentation of the cultural values of the Japanese and other ethnic groups; exploratory courses in two or three languages for intermediate or upper elementary students with a focus on cultural awareness; workbooks to complement the Learn Japanese series and workshops for new subscribers of the curriculum materials; and rewriting of materials based on feedback from teachers. A chart is attached which lists the Learn Japanese curriculum materials, which include textbooks, test books, teacher's manuals and audiovisual aids. (AM)

ED 108 473 FL 006 915

Renoir, Alain

A Future for the Past: Remarks on the State and Responsibilities of the Classics in America.

Pub Date 75

Note—12p.

Journal Cit—MALT Bulletin; v49 n3 p25-34 Spr 1975

EDRS Price MF-\$0.76 HC-\$1.58 PLUS

POSTAGE

Descriptors—Classical Languages, Classical Literature, \*College Language Programs, College Majors, Cooperative Teaching, Curriculum Planning, Degree Requirements, English Departments, \*Greek, Greek Literature, Interdisciplinary Approach, \*Language Instruction, \*Latin, Latin Literature, Second Languages

Unlike modern foreign languages, but like English and Biblical Hebrew, the Graeco-Roman tradition constitutes a major component of the cultural identity of every native speaker of English, and, as such, should be a mandatory part of every American's intellectual luggage. Because of the academy's reluctance to face the fact that our

active environment and the demands made upon our schools are radically different from what they were a century ago, however, we have failed to place the Graeco-Roman tradition within its proper perspective and to adjust our teaching aims and methods accordingly, with the result that this indispensable part of our education is in serious danger of being totally eliminated from our schools and colleges. Teachers of Greek and Latin at all levels would do well to reassess the potential contribution of their subject matters to contemporary America and to join their colleagues from other disciplines in the implementation of interdisciplinary courses and degree programs. (Author)

ED 108 474 FL 006 916

Fanselow, John

Beyond Rashomon - Foci for Observing Communications Used in Second Language Instruction.

Revised.

Pub Date Jul 75

Note—40p.; Paper presented at NYSTESOL/BEA (Syracuse, New York, Oct. 1974); Several pages may reproduce poorly

EDRS Price MF-\$0.76 HC-\$1.95 PLUS

POSTAGE

Descriptors—Behavioral Science Research,

\*Classroom Communication, \*Classroom Observation Techniques, Classroom Research, Group Behavior, Interaction, \*Interaction Process Analysis, \*Language Instruction, Language Teachers, Measurement Techniques, Second Language Learning, Student Behavior, Student Teacher Relationship, \*Teacher Behavior, Teaching Methods

Identifiers—\*FOCUS

Though the need for a language or languages to describe teacher behavior has been recognized for some time, few systems of analysis exist. A conceptual framework and a set of terms have been developed to describe the messages students and teachers send and receive in second language classrooms. This system is called FOCUS (an acronym for Foci for Observing Communications Used in Second Language Instruction). These characteristics of messages are noted: the source, e. g., teacher or student; the medium used, e. g., speech, touch, etc.; how the medium is used; the content of the message; and the pedagogical purpose. Though designed as a research instrument to discover how teachers treat errors, what the distinctive features of different "schools" of language teaching are, and which characteristics of messages are most frequent and which least frequent in language classes at different levels taught by teachers with different amounts of training, the instrument has a number of practical uses. Observation guides can be made by extracting categories from FOCUS. These guides can be used as observation checklists to analyze texts and materials, the growth of teachers in teacher education programs, and the extent to which teachers meet competencies that are listed in performance based teacher education programs; finally, the guides can be used as tools in training teachers how to teach second languages. (Author/AM)

ED 108 475 FL 006 917

Bancroft, W. Jane

The Lozanov Language Class.

Pub Date 10 May 75

Note—53p.; Paper presented at the International Symposium on Suggestology (Washington, D.C., May 1975)

EDRS Price MF-\$0.76 HC-\$3.32 PLUS

POSTAGE

Descriptors—Audiovisual Instruction, Classroom Games, Class Size, Dialogue, \*Educational Experiments, Educational Psychology, English, Exercise (Physiology), French, German, Grammar, \*Intensive Language Courses, Intonation, Italian, \*Language Instruction, Learning Activities, Memorizing, Music Techniques, Pronunciation, Role Playing, Russian, Second Language Learning, Student Motivation, \*Teaching Methods, Vocabulary

Identifiers—Bulgaria, \*Lozanov Method, Suggestopedia, Yoga

In Sofia, Bulgaria, at the Institute of Suggestology headed by Dr. Georgi Lozanov, yoga relaxation has been combined with the Mauger oral method to produce a unique system of foreign language teaching: Suggestopedia. In a pleasant classroom, 12 students sit in special chairs in front of a teacher individually trained in



the foreign language and in "suggestion." Classes meet six days a week for four hours. Each of the three courses in a given foreign language lasts a month. During the initial course, students memorize some 2,000 word-groups and corresponding grammar. A class session consists of three parts: (1) conversational review of previous lessons; (2) presentation of new material in the form of "realistic" dialogues; (3) the seance or relaxation session during which the new material is reinforced by the following techniques: coordination of sound and image; various intonations in the repetition of a given phrase; a background of 18th century baroque music; the acting out of the text. The seance features a coordination of breathing rhythm, speaking rhythm, and music rhythm and produces both relaxation and concentration. It is claimed that suggestopedia speeds up the assimilation of the basic elements of a foreign language and eliminates the stress of an intensive course. (Author/AM)

**ED 108 476** FL 006 918

*Rivero, Maria-Luisa Walker, Douglas C.*

**Surface Structure and the Centrality of Syntax.**

Pub Date Mar 75

Note—49p.

**EDRS Price MF-\$0.76 HC-\$1.95 PLUS POSTAGE**

**Descriptors**—Deep Structure, Language Patterns, Language Research, \*Linguistic Theory, Morphology (Languages), Phonetics, \*Phonology, Semantics, Structural Analysis, \*Surface Structure, \*Syntax, \*Transformation Generative Grammar

This paper examines the status of surface structure in transformational grammar, and the way that surface structure mediates the contacts between the phonological and semantic components of the grammar. Surface structure refers not to a single but to at least four distinct notions that do not necessarily define a homogeneous level of representation: output of the syntactic component, input to the phonological component, phonetic structure, and the level at which surface structure constraints are stated. Based on a survey of the literature, the conclusions include the necessity of direct links between deeper syntax and phonology, the influence of phonology on various syntactic operations, the need for phonetic information in certain semantic interpretation rules, and the lack of homogeneity among surface structure constraints. Finally, there is a recurrent influence of prosodic and morphological phenomena which motivate the revisions needed in the general organization of a grammar because they limit the types of interaction between the various grammatical domains. (Author)

**ED 108 477** FL 006 927

*Travers, Ruth And Others*

**Iqaluanek Iqalrit (Smelt Fishing).**

Alaska State-Operated Schools, Anchorage.

Pub Date Jan 74

Note—32p.

**EDRS Price MF-\$0.76 HC-\$1.95 PLUS POSTAGE**

**Descriptors**—\*American Indian Languages, \*Bilingual Education, Childrens Literature, Elementary Education, \*Eskimo Aleut Languages, Eskimos, Ethnic Groups, \*Instructional Materials, Language Instruction, Reading Instruction, \*Reading Materials, \*Student Developed Materials, Uncommonly Taught Languages

**Identifiers**—Yupik  
This illustrated reader is one in a series designed for use in the Alaska State-Operated Schools' bilingual education program. This parallel English-Yupik reader was prepared by the third and fourth grades in the Twin Hills School. Black-and-white drawings illustrate the story. The text is designed so that the English version follows the Yupik text on the back of the picture page, rather than being opposite the Yupik. (AM)

**ED 108 478** FL 006 928

*Pulu, Tupou L. Pope, Mary L.*

**Tom Is Sick.**

Alaska State-Operated Schools, Anchorage.

Pub Date 75

Note—140p.

**EDRS Price MF-\$0.76 HC-\$6.97 PLUS POSTAGE**

**Descriptors**—American Indian Culture, \*American Indian Languages, \*Athapaskan Lan-

guages, \*Bilingual Education, Childrens Literature, Elementary Education, Health Education, \*Instructional Materials, Language Instruction, Reading Instruction, \*Reading Materials, Uncommonly Taught Languages

This illustrated reader is one in a series designed for use in the Alaska State-Operated Schools' bilingual education program. This is the first in a series of three beginning health books and is printed in English, Central Koyukon Athapaskan, Gwich'in Athapaskan, and Upper Kuskokwim Athapaskan. The text is illustrated with black-and-white drawings. (AM)

**ED 108 479** FL 006 930

*Pulu, Tupou L. Pope, Mary L.*

**Nikolai Reader.**

Alaska State-Operated Schools, Anchorage.

Pub Date 75

Note—94p.

**EDRS Price MF-\$0.76 HC-\$4.43 PLUS POSTAGE**

**Descriptors**—American Indian Culture, \*American Indian Languages, \*Athapaskan Languages, \*Bilingual Education, Childrens Literature, Elementary Education, Ethnic Groups, \*Instructional Materials, Language Instruction, Reading Instruction, \*Reading Materials, Regional Dialects, Short Stories, Uncommonly Taught Languages

This illustrated reader is one of a series designed for use in the Alaska State-Operated Schools' bilingual education program. This parallel English-Upper Kuskokwim Athapaskan reader is a collection of short stories for intermediate-level reading that were gathered in the village of Nikolai. The stories are illustrated with black-and-white drawings. The text is designed so that the English version follows the Athapaskan text on the back of the picture page, rather than being opposite the Athapaskan. (AM)

**ED 108 480** FL 006 931

*Pulu, Tupou L. Pope, Mary L.*

**Shishmaref Reader.**

Alaska State-Operated Schools, Anchorage.

Pub Date 75

Note—110p.

**EDRS Price MF-\$0.76 HC-\$5.70 PLUS POSTAGE**

**Descriptors**—American Indian Culture, \*American Indian Languages, \*Bilingual Education, Childrens Literature, Elementary Education, \*Eskimo Aleut Languages, Eskimos, Ethnic Groups, \*Instructional Materials, Language Instruction, Reading Instruction, \*Reading Materials, Short Stories, Uncommonly Taught Languages

**Identifiers**—Inupiat

This illustrated reader is one in a series designed for use in the Alaska State State-Operated Schools' bilingual education program. This parallel English-Inupiat reader is a collection of short stories for intermediate-level reading that were gathered in the village of Shishmaref. The stories are illustrated with black-and-white drawings. The text is designed so that the English version follows the Inupiat text on the back of the picture page, rather than being opposite the Inupiat. (AM)

**ED 108 481** FL 006 933

*Vazquez, Jose A.*

**National Perspective on Bilingual Education.**

Pub Date 10 May 75

Note—10p.; Paper presented at the Bilingual Professional Development Program Symposium on Bilingual Education (New York, New York, 1975)

**EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE**

**Descriptors**—Biculturalism, \*Bilingual Education, Compensatory Education, \*Educational Attitudes, Educational Legislation, Educationally Disadvantaged, \*Educational Policy, Ethnic Groups, \*Language Enrichment, Language Planning, Language Programs, Linguistic Performance, \*Non English Speaking, Second Language Learning

What has been called bilingual education in this country presently has as its sole concern the linguistic performance of the student, thereby neglecting the implementation of a coherent conceptual system which takes into consideration the ways in which the student comes to understand the world around him. Furthermore, bilingual education has not been defined as a collective ef-

fort for the communication of sound teaching strategies and techniques for the bilingual and potentially-bilingual student; and it has not come to grips with the assessment procedures which are geared to the actual teaching/learning situation.

This paper argues that we must not allow the designation of bilingual education as solely a temporary measure, to be utilized until the student is capable of receiving instruction in English; making no effort to maintain and enhance his command of the native language. To succeed, indeed, to survive, it must also be recognized as beneficial to the English-speaking majority as well as to the other language groups which form such a significant part of our society. Obviously a valid system of bilingual education demands pervasive change throughout the educational system, in the attitude of society, in government policy, and in the economic priorities of the state. (Author/AM)

**ED 108 482** FL 006 942

*van Ek, J. A.*

**Systems Development in Adult Language Learning: The Threshold Level in a European Unit/Credit System for Modern Language Learning by Adults.**

Council for Cultural Cooperation, Strasbourg (France).

Pub Date 75

Note—240p.

Available from—Council of Europe, Strasbourg, France (\$8.00)

**EDRS Price MF-\$0.76 PLUS POSTAGE. HC Not Available from EDRS.**

**Descriptors**—Adult Education, \*Adult Learning, Behavioral Objectives, Credits, Dictionaries, Educational Objectives, Grammar, \*Language Instruction, \*Language Learning Levels, \*Language Proficiency, Language Skills, Linguistic Performance, Modern Languages, Oral Communication, \*Second Language Learning, Systems Development, Teaching Methods

**Identifiers**—\*Threshold Level

This study, the culmination of a 3-year effort, represents the first step in the establishment of a European unit-credit system for foreign language learning by adults. Objectives are based on learners' needs and expressed in terms of operational learning objectives, with reference to the roles a language-user has to play, the settings in which he will play these roles, and the topics he will deal with. The threshold level (T-level) is defined for a specific population. Part 1 describes the establishment of a unit-credit system and the definition of language-learning objectives. In part 2, the T-level is defined in detail with reference to the following dimensions: specific situations, language activities, language functions, behavioral specifications, general and specific notions. Finally, the degree of skill involved in T-level competence is characterized as a guideline for test construction. Criterion levels for testing are also briefly discussed. While this work deals with English, the same analytical procedure could be used for other languages. Appendices contain: (1) an alphabetical list of lexical items and their category or meaning within the T-level objectives; (2) an alphabetical grammatical inventory of English that demonstrates the range of structures and possible utterances that would have to be taught for T-level objectives; and (3) a grammatical summary of English structures. (PAE)

**ED 108 483** 95 FL 006 944

*Horne, Anne*

**Forming an Estudantina and Symbols of Music Notation.**

Dissemination Center for Bilingual Bicultural Education, Austin, Tex.

Spons. Agency—Office of Education (DHEW), Washington, D.C.

Pub Date Jul 73

Note—95p.

Available from—Dissemination Center for Bilingual Bicultural Education, 6504 Tractor Lane, Austin, Texas 78721 (\$2.50)

**EDRS Price MF-\$0.76 HC-\$4.43 PLUS POSTAGE**

**Descriptors**—Biculturalism, \*Bilingual Education, \*Curriculum Guides, Instructional Materials, Learning Activities, \*Music Activities, \*Music Education, Music Reading, Resource Materials, \*Spanish, Teaching Guides, Teaching Methods, Vocabulary

**Identifiers**—Elementary Secondary Education Act Title VII, ESEA Title VII

This guide for music teachers in Spanish/English bilingual education is an attempt at gathering the basic musical vocabulary and presenting it in English and Spanish, and is adaptable to all levels. The units cover: forming an *estudiantina*, including cost and method of instruction; symbols of musical notation and definition of musical terms, in English and Spanish; simple songs for beginners, also in both languages; and costume sketches. (Author/AM)

ED 108 484 FL 006 945

UNESCO-FIPLV Symposium on "Teaching the Children of Immigrants," January 27-31, 1975, Report.

Federation Internationale des Professeurs de Langues Vivantes; United Nations Educational, Scientific, and Cultural Organization, Paris (France).

Pub Date Jan 75

Note—7p; Not available in hard copy due to marginal legibility of original document

EDRS Price MF-\$0.76 PLUS POSTAGE. HC Not Available from EDRS.

Descriptors—Biculturalism, Bilingual Education, \*Conference Reports, Educationally Disadvantaged, \*Educational Planning, \*Educational Policy, Equal Education, Language Instruction, Language Planning, \*Migrant Children, \*Migrant Education, Migrant Problems, Migrants, Minority Group Children, Minority Groups, Minority Group Teachers, Teacher Education

The conclusions of the UNESCO-FIPLV symposium on the education of the children of migrant workers are reported here. It is felt that the scope and nature of migration creates many different and complex interrelated problems that call for interdisciplinary approaches, both on a national and an international level. The objectives of the education of migrant children are to: (1) integrate them into a multicultural society; (2) make it possible for them to enjoy equal opportunities both in educational and sociocultural development; (3) foster their native language and culture; (4) involve the migrant parents in the education of their children; (5) involve the various countries in a cooperative educational effort; and (6) make all members of society aware of the role that everyone can play in the education and social integration of migrant children. The recommendations of the symposium to the various countries involved deal with: (1) the reception of migrant families into the host country; (2) the placement of migrant children in schools; (3) the training and the status of teachers who will work with migrant children; (4) curriculum adaptation and certification; and (5) the assurance of integration and active participation of migrant children and their parents in school and community life. (Author/AM)

ED 108 485 95 FL 006 948

Zayas, Madeline

*Un niño llamado Manuel (A Boy Named Manuel).*

Curriculum Adaptation Network for Bilingual/Bicultural Education, Bronx, N.Y., Northeast Regional Adaptation Center; Dissemination Center for Bilingual Bicultural Education, Austin, Tex.

Spans Agency—Office of Education (DHEW), Washington, D.C.; William Randolph Hearst Foundation, Los Angeles, Calif.

Pub Date Mar 74

Note—119p; Photographs may reproduce poorly. Available from—Dissemination Center for Bilingual Bicultural Education, 6504 Tracor Lane, Austin, Texas 78721 (\$1.75 each)

EDRS Price MF-\$0.76 HC-\$5.70 PLUS POSTAGE

Descriptors—Bilingual Education, \*Instructional Materials, Language Instruction, Primary Education, \*Reading Instruction, \*Reading Materials, Resource Materials, Second Language Learning, \*Spanish

Identifiers—Elementary Secondary Education Act Title VII, ESEA Title VII

These two books, designed for use in bilingual education programs, are parallel versions in English and in Spanish of the story of a young Puerto Rican boy who lives in New York. The story, illustrated with black-and-white photographs, is designed for oral activities with first graders and for reading and comprehension with second and third graders. The story can be used to develop reading comprehension by selecting the main idea and related details, drawing inferences, predicting

outcomes, generalizing and reaching conclusions. Through discussion of each photograph and its main theme, the child can increase his visual discrimination and observation powers. (Author/AM)

ED 108 486 95 FL 006 949

Van Olst, Ofelia And Others

*Mi Familia (My Family).* Chula Vista Readers, Book One.

Dissemination Center for Bilingual Bicultural Education, Austin, Tex.; Project Frontier, Chula Vista, Calif.

Spans Agency—Office of Education (DHEW), Washington, D.C.

Pub Date Aug 74

Note—38p.

Available from—Dissemination Center for Bilingual Bicultural Education, 6504 Tracor Lane, Austin, Texas 78721 (\$1.15 for set of Book One and Book Two)

EDRS Price MF-\$0.76 HC-\$1.95 PLUS POSTAGE

Descriptors—\*Bilingual Education, Consonants, Early Reading, Grade 1, \*Instructional Materials, \*Language Instruction, Preschool Education, Primary Education, Reading Instruction, \*Reading Materials, Resource Materials, Second Language Learning, \*Spanish, Teacher Developed Materials, Vocabulary

Identifiers—Elementary Secondary Education Act Title VII, ESEA Title VII

This is book one in a series of beginning readers in Spanish for preschool and grade one. The program is designed to prepare children to read in Spanish by teaching the sound-symbol relationship in sequential order with simple reading selections. This book introduces the consonants "m," "p," "x," "l," and the consonant blend "pl." (Author/AM)

ED 108 487 95 FL 006 950

Van Olst, Ofelia And Others

*Mis Tios y Dido (My Aunt and Uncle and Dido).* Chula Vista Readers, Book Two.

Dissemination Center for Bilingual Bicultural Education, Austin, Tex.; Project Frontier, Chula Vista, Calif.

Spans Agency—Office of Education (DHEW), Washington, D.C.

Pub Date Aug 74

Note—29p.

Available from—Dissemination Center for Bilingual Bicultural Education, 6504 Tracor Lane, Austin, Texas 78721 (\$1.15 for set of Books One and Two)

EDRS Price MF-\$0.76 HC-\$1.95 PLUS POSTAGE

Descriptors—\*Bilingual Education, Consonants, Early Reading, \*Instructional Materials, \*Language Instruction, Preschool Education, Primary Education, Reading Instruction, \*Reading Materials, Resource Materials, Second Language Learning, \*Spanish, Teacher Developed Materials, Vocabulary

Identifiers—Elementary Secondary Education Act Title VII, ESEA Title VII

This is book two in a series of beginning readers in Spanish for preschool and grade one. The program is designed to prepare children to read in Spanish by teaching the sound-symbol relationship in sequential order with simple reading selections. This book introduces "d" and "t" and reinforces the sound-symbol relationships learned in book one. (Author/AM)

ED 108 488 FL 006 951

Herrera, Diane

*Puerto Ricans in the United States: A Review of the Literature.*

Dissemination Center for Bilingual Bicultural Education, Austin, Tex.

Spans Agency—Office of Education (DHEW), Washington, D.C.

Pub Date Dec 73

Note—400p.

Available from—Dissemination Center for Bilingual Bicultural Education, 6504 Tracor Lane, Austin, Texas 78721 (\$4.60)

EDRS Price MF-\$0.76 HC-\$19.67 PLUS POSTAGE

Descriptors—Anthropology, \*Bibliographies, Biculturalism, \*Bilingual Education, Cognitive Development, Cultural Differences, Educational Experience, Language Ability, Language Programs, Mexican Americans, Migration Patterns, \*Minority Groups, Non English Speak-

ing, \*Puerto Ricans, \*Resource Materials, Sociocultural Patterns, Socioeconomic Influences, Spanish Speaking, Teacher Education, Testing

Identifiers—Cognitive Style, Elementary Secondary Education Act Title VII, ESEA Title VII

This bibliography of 2,155 items is a resource book intended for educators. It provides up-to-date information on current advances in bilingual education as well as information on the historical, economic, sociological and anthropological aspects of Puerto Ricans, Mexican Americans and other minority groups. Emphasis is on testing, cognitive style and teacher training. Many of the entries are annotated. Part 1 is a listing of other bibliographies. The entries in part 2 are concerned with the Puerto Rican child in the American educational system. This section deals with the child's socioeconomic and sociocultural characteristics, intelligence and cognitive development; measurement of the child's self-concept, socialization, language competence and scholastic achievement; special educational programs for Puerto Ricans and other non-English speakers; educational materials for teachers; and teacher training and attitudes. The entries in part 3 deal with the Puerto Rican experience on the mainland. The topics covered here include demographic studies and migration patterns, the psychological adjustment of migrants, sociological and anthropological studies of communities, and the group's experience as it is portrayed in Anglo and Puerto Rican literature. Part 4 is a bibliography of unpublished materials. (Author/AM)

ED 108 489 95 FL 006 952

Villarreal, Abelardo And Others

*Presentaciones escolares. Serie de programas para conmemorar acontecimientos de valor cultural para el mexicano americano (School Assembly Presentations. Series of Programs to Commemorate Events of Cultural Value to the Mexican American).*

Curriculum Adaptation Network for Bilingual/Bicultural Education, San Antonio, Tex., Southwest Regional Adaptation Center; Dissemination Center for Bilingual Bicultural Education, Austin, Tex.

Spans Agency—Office of Education (DHEW), Washington, D.C.; William Randolph Hearst Foundation, Los Angeles, Calif.

Pub Date Apr 74

Note—74p; In Spanish

Available from—Dissemination Center for Bilingual Bicultural Education, 6504 Tracor Lane, Austin, Texas 78721 (\$2.25)

EDRS Price MF-\$0.76 HC-\$3.32 PLUS POSTAGE

Descriptors—\*Assembly Programs, \*Biculturalism, \*Bilingual Education, Cultural Awareness, Cultural Enrichment, Curriculum Guides, Elementary Education, \*Enrichment Activities, Latin American Culture, Mexican American History, \*Mexican Americans, Spanish, Spanish Speaking

This material consists of a series of cultural presentations designed for elementary school assemblies or special programs. The activities are intended to strengthen Mexican-American children's awareness of their cultural heritage. Program scripts, poems, songs, historical narratives and skits are included to illustrate and celebrate Mexican and American holidays such as Mexican Independence Day, Columbus Day, Thanksgiving, Christmas and the New Year, the 5th of May and Mother's Day. (CK)

ED 108 490 95 FL 006 953

*Language Development Resources for Bilingual Bicultural Education: An Aid to Primary Teachers of Mexican American Children.*

Arizona Univ., Tucson. Experienced Teacher Fellowship Program; Dissemination Center for Bilingual Bicultural Education, Austin, Tex.

Spans Agency—Office of Education (DHEW), Washington, D.C.

Pub Date Feb 74

Note—259p.

Available from—Dissemination Center for Bilingual Bicultural Education, 6504 Tracor Lane, Austin, Texas 78721 (\$3.00)

EDRS Price MF-\$0.76 HC-\$13.32 PLUS POSTAGE

Descriptors—Audiovisual Aids, Bibliographies, Biculturalism, \*Bilingual Education, Classroom Games, Classroom Materials, Community Resources, \*Learning Activities, \*Mexican

Americans. Primary Education, Resource Guides. \*Resource Materials. \*Spanish Speaking.

Identifiers—Elementary Secondary Education Act Title VII, ESEA Title VII

This resource guide is designed as an aid to primary teachers of Mexican-American children. Besides including basic introductory material, the volume provides suggestions for parent involvement, classroom learning activity centers, and extensive resource materials. Classroom learning activity centers include: Art, Book, Communication, Discussion, Game, Listening, Puppet, Role Playing, Sensitivity, Viewing, Cooking, and Field Trips. Each learning center activity outlines the teacher's and the children's parts and refers to other centers for possible extended learning. Bilingual resources include: stories, poems, and lists of books and audiovisual materials in English and Spanish; community resource suggestions; and cultural awareness materials for the teacher. Appendices contain suggestions for: community resources; books, records, films, filmstrips in English for teachers; books and films in Spanish for teachers and children; references for ESL; and books cited in the text. It is recommended that the teacher use these materials as a resource to implement a program designed for the particular needs of their students. (Author/AM)

ED 108 491 95 FL 006 955

Santiago, Nick M. And Others

La musica del sol (The Music of the Sun). A Play, Un Cuento Nahuatl (A Nahuatl Story), and Teacher's Guide.

Curriculum Adaptation Network for Bilingual/Bicultural Education, San Diego, Calif. Far West Regional Adaptation Center.; Dissemination Center for Bilingual Bicultural Education, Austin, Tex.

Spons Agency—Office of Education (DHEW), Washington, D.C.; William Randolph Hearst Foundation, Los Angeles, Calif. Pub Date Feb 74

Note—54p.; In Spanish and English

Available from—Dissemination Center for Bilingual Bicultural Education, 6504 Tractor Lane, Austin, Texas 78721 (story or play with Teacher's Guide \$0.65)

EDRS Price MF-\$0.76 HC-\$3.32 PLUS POSTAGE

Descriptors—American Indian Culture, Beginning Reading, \*Bilingual Education, \*Drama, Elementary Education, Legends, Mexican Americans, \*Reading Materials, \*Spanish, Spanish Speaking, Story Reading, \*Teaching Guides

Identifiers—Nahuatl

These three volumes, a primary Spanish reader, a bilingual play and a teacher's guide in English, are based on a Nahuatl legend about a time when the earth was silent and there was no music. In the legend, the wind god flies up to the sun and captures all the musicians and singers, taking them back to earth so there will be music for all. The teacher's guide suggests activities and teaching methods to present the material contained in the story and the play to pre-kindergarten through sixth grade children. These materials are correlated with the Spanish Curricula Development Center core materials of the Language Arts and Fine Arts Strands. (CK)

ED 108 492 95 FL 006 956

Colon, Luisa Rivera, Carlos

Guías para los carteles puertorriqueños (Guides for the Puerto Rican Posters).

Curriculum Adaptation Network for Bilingual/Bicultural Education, Bronx, N.Y. Northeast Regional Adaptation Center.; Dissemination Center for Bilingual Bicultural Education, Austin, Tex.

Spons Agency—Office of Education (DHEW), Washington, D.C.; William Randolph Hearst Foundation, Los Angeles, Calif. Pub Date Aug 74

Note—89p.; In Spanish; these guides accompany the Carteles puertorriqueños (DCBEE, 1973, \$5.00 per set of four)

Available from—Dissemination Center for Bilingual/Bicultural Education, 6504 Tractor Lane, Austin, Texas 78721 (\$1.30)

EDRS Price MF-\$0.76 HC-\$4.43 PLUS POSTAGE

Descriptors—Biculturalism, \*Bilingual Education, Bilingual Students, Elementary Secondary Education, Instructional Materials, \*Puerto Rican Culture, \*Puerto Ricans, Spanish, Spanish Speaking, \*Teaching Guides

Identifiers—\*Puerto Rico

These teacher's guides are designed to accompany four Puerto Rican posters by Juan Maldonado. Each narrative or biographical essay in the guides is followed by lists of suggested learning objectives, materials needed for the lesson, instructions for presentation to the students, vocabulary, and classroom learning activities. The four guides and corresponding posters cover the following: "My Race," origins and history of the Indian, African and Spanish strains comprising the Puerto Rican people; "Distinguished Puerto Ricans," a painter, patriots and a composer; "Distinguished Women," poets, a mayor, a patriot and an educator; and "Puerto Rican Governors," biographical sketches of five governors of the commonwealth. (CK)

ED 108 493 95 FL 006 957

Planning the Program with the Home Tutor.

Dissemination Center for Bilingual Bicultural Education, Austin, Tex.; Spanish Dame Bilingual Bicultural Project, San Jose, Calif.

Spons Agency—Office of Education (DHEW), Washington, D.C. Pub Date Apr 75

Note—155p.; For related documents, see FL006947, FL006972 and FL006978

Available from—Dissemination Center for Bilingual Bicultural Education, 6504 Tractor Lane, Austin, Texas 78721 (\$1.90)

EDRS Price MF-\$0.76 HC-\$8.24 PLUS POSTAGE

Descriptors—Audiovisual Aids, Bibliographies, \*Bilingual Education, Criterion Referenced Tests, Diagnostic Tests, Educational Games, Home Instruction, Home Programs, Individual Instruction, Instructional Materials, Language Instruction, Measurement Instruments, \*Preschool Education, Program Descriptions, Programed Tutoring, Program Guides, Program Planning, \*Resource Materials, \*Spanish, Testing, \*Tutorial Programs, Tutoring

Identifiers—Elementary Secondary Education Act Title VII, ESEA Title VII

This guide is intended as a basic resource for preschool Spanish/English bilingual home training. It presents an overview of the bilingual project of which it is an outgrowth, and offers guidelines for setting up similar programs. The guidelines cover such topics as: (1) tutor selection, training, and evaluation; (2) recommended materials for preservice and inservice training (consisting of an extensive list of U.S. Government Reports, bilingual education resource guides, and films); (3) suggested distributors of educational materials in Spanish; and (4) evaluation instruments (including diagnostic and criterion-referenced tests; vocabulary, grammar, and concept tests; and child information reports). In addition, parent involvement is discussed, and suggestions are given regarding the setting up of a bilingual program. Lists contain recommended supplementary books, audiovisual aids, and educational games, to be used with the Daily Curriculum Guide and ESL Curricula which this guide is designed to accompany. (Author/AM)

ED 108 494 95 FL 006 959

Cortes, Carlos E.

Concepts and Strategies for Teaching the Mexican American Experience. New Approaches to Bilingual Bicultural Education, No. 7.

Dissemination Center for Bilingual Bicultural Education, Austin, Tex.

Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C. Div. of Bilingual Education.

Pub Date Aug 74

Grant—OEG-9-72-0154(280)

Note—19p.

Available from—Dissemination Center for Bilingual Bicultural Education, 6504 Tractor Lane, Austin, Texas 78721 (\$0.60)

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—\*Biculturalism, Bilingual Education, Bilingual Students, Bilingual Teachers, \*Cultural Awareness, Cultural Differences, Cultural Pluralism, Curriculum Development, Curriculum Enrichment, Educational Planning, Ethnic Groups, \*Ethnic Studies, \*Mexican Americans, Programed Materials, Social Attitudes, Sociocultural Patterns, \*Teaching Guides, Teaching Methods

Identifiers—Elementary Secondary Education Act Title VII, ESEA Title VII

This teaching manual is the seventh in a series designed for use in bilingual/bicultural programs. This manual discusses ideas for applying the concept of cultural democracy to the school curriculum by incorporating the study of the Mexican-American. Six alternative exploratory concepts are suggested as ways of escaping the traditional frames of reference for the Chicano experience and helping to eradicate common misconceptions. The concepts are: (1) a recognition of the influences on the development of the "Greater America" of the American cultures that existed prior to the arrival of the Europeans; (2) the comparative analysis of ethnic experiences; (3) the diversity among Chicanos; (4) the view of society as a problem for Chicanos, rather than Chicanos as a problem for society; (5) an awareness of the history of Mexican-Americans; and (6) a recognition of the Chicano people as a whole, not through isolated individual success stories. Teaching strategies and techniques, the use of community resources, and supplementary materials related to these concepts are also suggested. These concepts and strategies can also be adapted to the study of other ethnic groups. A manual of self-assessment units accompanies this series. (Author/AM)

ED 108 495 95 FL 006 961

Herold, P. Leslie And Others

Field Sensitive and Field Independent Teaching Strategies. New Approaches to Bilingual Bicultural Education, No. 5.

Dissemination Center for Bilingual Bicultural Education, Austin, Tex.

Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C. Div. of Bilingual Education.

Pub Date Aug 74

Grant—OEG-9-72-0154(280)

Note—25p.

Available from—Dissemination Center for Bilingual Bicultural Education, 6504 Tractor Lane, Austin, Texas 78721 (\$0.65)

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—\*Bilingual Education, \*Bilingual Teachers, Cognitive Processes, Cultural Differences, Cultural Pluralism, Curriculum Planning, Educational Change, Educational Planning, Individualized Instruction, \*Learning Characteristics, Teacher Education, Teaching Guides, \*Teaching Methods, \*Teaching Styles

Identifiers—\*Cognitive Style, Elementary Secondary Education Act Title VII, ESEA Title VII, Field Independence, Field Sensitivity

This teaching manual is the fifth in a series designed for use in bilingual/bicultural programs. The purpose of the manual is to acquaint teachers with both field sensitive and field independent teaching strategies, and to help them adjust their teaching styles to the learning styles of their students. This objective is considered vitally important in creating culturally democratic educational environments. The manual begins with a number of exercises which indicate how easily the two teaching strategies can be mastered. Instructions for using field sensitive and field independent teaching strategies are explained, and a rating form to use in determining success in using either of the two strategies is included. Finally a discussion of curriculum indicates how the "style" of instructional materials can be identified and, when necessary, altered for use in field sensitive or field independent teaching. Observation check lists for both types of strategies are appended. A manual of self-assessment units accompanies this series. (Author/AM)

ED 108 496 95 FL 006 963

Ramirez, Manuel, III And Others

Mexican American Values and Culturally Democratic Educational Environments. New Approaches to Bilingual Bicultural Education, No. 2.

Dissemination Center for Bilingual Bicultural Education, Austin, Tex.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date Aug 74

Grant—OEG-9-72-0154(280)

Note—27p.

Available from—Dissemination Center for Bilingual Bicultural Education, 6504 Tractor Lane, Austin, Texas 78721 (\$0.65)

EDRS Price MF-\$0.76 HC-\$1.95 PLUS POSTAGE



**Descriptors**—\*Biculturalism, \*Bilingual Education, Bilingualism, Bilingual Students, Bilingual Teachers, \*Cultural Differences, Cultural Pluralism, Culture Conflict, Democratic Values, Educational Planning, Ethnic Groups, \*Mexican Americans, Minority Groups, \*Social Values, Sociocultural Patterns, Teaching Guides

**Identifiers**—Elementary Secondary Education Act Title VII, ESEA Title VII

This teaching manual is the second in a series designed for use in bilingual/bicultural programs. This manual outlines some features of culturally democratic educational environments and illustrates ways in which the schools can take positive steps to assure that every child can preserve pride and loyalty toward the culture represented by his family and community. Examples are given of the conflicts that children can experience when schools undermine cultural loyalties, and their consequences, e.g., tensions between parents and children; alienation of children from the school, teachers, and peer groups; and antagonism between school and community. In spite of the diversity in values, there are recurrent themes in what is taken seriously and emphasized in most Mexican American communities. These fall into the categories of identification with family, community, and ethnic group; personalization of interpersonal relationships; status and role definition in family and community; and Mexican Catholic ideology. The manual examines these value areas in detail, and offers a 10-point set of guidelines suggesting ways to create educational environments in which Mexican-American values are afforded dignity and respect. (Author/AM)

**ED 108 497** 95 FL 006 964

Ramirez, Manuel, III. *And Others*

**Introduction to Cognitive Styles. New Approaches to Bilingual Bicultural Education, No. 3.**

Dissemination Center for Bilingual Bicultural Education, Austin, Tex.

Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C. Div. of Bilingual Education.

Pub Date Aug 74

Grant—OEG-9-72-0154(280)

Note—22p.

Available from—Dissemination Center for Bilingual Bicultural Education, 6504 Tracor Lane, Austin, Texas 78721 (\$0.60)

**EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE**

**Descriptors**—\*Biculturalism, \*Bilingual Education, Bilingualism, Bilingual Students, Bilingual Teachers, \*Cognitive Processes, Conceptual Tempo, \*Cultural Differences, Culturally Disadvantaged, Cultural Pluralism, Educational Improvement, Educationally Disadvantaged, Educational Planning, Individualized Instruction, \*Learning Characteristics, Mexican Americans, Programed Materials, Teacher Education, Teacher Education Curriculum, Teaching Guides

**Identifiers**—\*Cognitive Style, Elementary Secondary Education Act Title VII, ESEA Title VII, Field Independence, Field Sensitivity

This teaching manual is the third in a series of seven designed for use in bilingual/bicultural programs. The subject discussed here is the influence of socialization practices on children's cognitive styles and in particular, children's learning styles, and the implications this has for bilingual/bicultural education. The characteristics of field sensitive and field independent cognitive styles are described, followed by a discussion of the relationship between cognitive style and culture and socialization styles. An illustration of this relationship is drawn from the situation of Mexican-American children, who typically score in a field sensitive direction on tests of cognitive style. Such scores are thought to result from the traditional Mexican-American emphasis on family loyalty and a close interpersonal relationship between mother and children, values that encourage field sensitivity. An appreciation of the diversity of cognitive and socialization styles must precede the planning of culturally democratic educational environments. A manual of self-assessment units accompanies this series. (Author/AM)

**ED 108 498** 95 FL 006 966

**Teacher Training Bibliography: An Annotated Listing of Materials for Bilingual Bicultural Teacher Education.**

Dissemination Center for Bilingual Bicultural Education, Austin, Tex.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date Jan 75

Note—68p.; For related document, see FL006976

Available from—Dissemination Center for Bilingual Bicultural Education, 6504 Tracor Lane, Austin, Texas 78721 (\$1.50)

**EDRS Price MF-\$0.76 HC-\$3.32 PLUS POSTAGE**

**Descriptors**—\*Annotated Bibliographies, Biculturalism, \*Bilingual Education, Bilingual Students, \*Bilingual Teachers, Cultural Awareness, Evaluation Methods, Inservice Teacher Education, Instructional Materials, Language Development, \*Resource Materials, Second Language Learning, \*Teacher Education, Teaching Methods

**Identifiers**—Elementary Secondary Education Act Title VII, ESEA Title VII

Seven major categories of training materials comprise this annotated listing: Bilingual Education (general information), Teacher Training, Cultural Awareness, the Student, Language Acquisition and Second Language, Methods and Materials, and Evaluation. These nearly two hundred books and programs were those suggested by directors of classroom and university programs as being of most use for pre-service, in-service and self-directed training for teachers in bilingual and multicultural education. Administrators', teachers' and evaluators' contributions are included for a full view of skills necessary in the field. Numerous cultural groups are taken into consideration, as are a variety of viewpoints on pedagogical, linguistic, evaluative and attitudinal topics. The publishers and their addresses are listed, in addition to author and title indexes. The bibliography is accompanied by the listing "Guide to Teacher Education Programs for Bilingual Bicultural Education in U.S. Colleges and Universities." (Author/AM)

**ED 108 499** 95 FL 006 967

Badias, Bertha. *And Others*

**Cantando y aprendiendo (Singing and Learning)**

Curriculum Adaptation Network for Bilingual/Bicultural Education, Bronx, N.Y. Northeast Regional Adaptation Center.; Dissemination Center for Bilingual Bicultural Education, Austin, Tex.

Spons Agency—Office of Education (DHEW), Washington, D.C.; William Randolph Hearst Foundation, Los Angeles, Calif.

Pub Date Mar 74

Note—53p.; In Spanish

Available from—Dissemination Center for Bilingual/Bicultural Education, 6504 Tracor Lane, Austin, Texas 78721 (\$1.20)

**EDRS Price MF-\$0.76 HC-\$3.32 PLUS POSTAGE**

**Descriptors**—\*Bilingual Education, Curriculum Guides, Elementary Education, Instructional Materials, Music, Music Activities, Music Education, Puerto Rican Culture, Puerto Ricans, Second Language Learning, \*Singing, \*Skill Development, \*Spanish, \*Vocal Music

This illustrated teacher's songbook contains eighteen songs and game songs to be used with the Spanish Curricula Development Center publications or with other bilingual instructional materials. The songs are based on the SCDC Reading Series for the Language Arts strand Kits 2-11. The objective of the book is to develop children's listening and comprehension skills, music appreciation and rhythmic expression. (CK)

**ED 108 500** 95 FL 006 969

Villarreal, Abelardo. *And Others*

**Serie de rimas ilustradas (Series of Illustrated Rhymes).**

Curriculum Adaptation Network for Bilingual/Bicultural Education, San Antonio, Tex. Southwest Regional Adaptation Center.; Dissemination Center for Bilingual Bicultural Education, Austin, Tex.

Spons Agency—Office of Education (DHEW), Washington, D.C.; William Randolph Hearst Foundation, Los Angeles, Calif.

Pub Date Mar 74

Note—86p.; In Spanish

Available from—Dissemination Center for Bilingual/Bicultural Education, 6504 Tracor Lane, Austin, Texas 78721 (\$1.75)

**EDRS Price MF-\$0.76 HC-\$4.43 PLUS POSTAGE**

**Descriptors**—\*Bilingual Education, Classroom Games, Classrooms, Community, \*Educational Games, Family Life, Family Relationship, Individual Activities, Instructional Materials, Learning Activities, Mexican Americans, Neighborhood, Poetry, \*Primary Education, Puzzles, \*Spanish, \*Workbooks

This workbook for children in the primary grades contains three sections of rhymes and activities about family members; the community's houses, shops and streets; and the schoolroom and its equipment. An individual activity accompanies each rhyme. The workbook is designed to strengthen the child's knowledge of his environment and his language by emphasizing and basing the lesson on ideas that interest him and activities corresponding to his aptitudes. The book is fully illustrated, and learning activities include questions and answers, follow-the-dots, solving picture puzzles, coloring and drawing. The material has been classroom-tested and revised accordingly. (CK)

**ED 108 501** 95 FL 006 972

Micotti, Toni. *And Others*

**Daily Curriculum Supplement. A Preschool Program for the Spanish-Speaking Child.**

Dissemination Center for Bilingual Bicultural Education, Austin, Tex.; Spanish Dame Bilingual Bicultural Project, San Jose, Calif.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date Oct 74

Note—266p.; For related document, see FI006978, FL006947, FL006957 and FL006978

Available from—Dissemination Center for Bilingual Bicultural Education, 6504 Tracor Lane, Austin, Texas 78721 (\$4.00)

**EDRS Price MF-\$0.76 HC-\$13.32 PLUS POSTAGE**

**Descriptors**—\*Biculturalism, \*Bilingual Education, Curriculum Guides, Educational Resources, English (Second Language), \*Home Instruction, Instructional Materials, Language Instruction, \*Mexican Americans, \*Preschool Education, Resource Materials, \*Spanish, Teaching Guides, Tutorial Programs, Tutoring

**Identifiers**—Elementary Secondary Education Act Title VII, ESEA Title VII

This guide is designed to accompany the Daily Curriculum Guide, a program for paraprofessionals (or home tutors) working with preschool Mexican-American children in a home setting. The program's aims are to: improve the child's Spanish language skills; develop basic listening and verbal skills in English; assure basic concept development in the child's primary language, Spanish; and train the mothers of project children in new methods for working with their children. The material is adaptable also to other early childhood bilingual programs. The supplement contains: class preparation instructions; a chart of materials needed for each day; stories, songs, rhymes, poems, finger plays, and other games; ditto patterns; and flannel patterns. The guide is tab-indexed for easy use. (Author/AM)

**ED 108 502** 95 FL 006 973

Lopez, Sara

**Activity Supplement for Puesto Leer: Teacher's Guide and Use of Charts. Program for Initial Reading in Spanish for Bilingual Children.**

Dissemination Center for Bilingual Bicultural Education, Austin, Tex.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date Feb 75

Note—207p.

Available from—Dissemination Center for Bilingual Bicultural Education, 6504 Tracor Lane, Austin, Texas 78721 (Supplement \$3.00, 54 cards \$2.15)

**EDRS Price MF-\$0.76 HC-\$10.78 PLUS POSTAGE**

**Descriptors**—Basic Reading, \*Bilingual Education, \*Consonants, Educational Games, Elementary Education, Instructional Aids, Instructional Materials, Language Instruction, Learning Activities, Phonics, Reading Games, \*Reading Instruction, Resource Materials, \*Spanish, Supplementary Reading Materials, Teaching Guides, Teaching Methods, \*Vowels

**Identifiers**—Elementary Secondary Education Act Title VII, ESEA Title VII

This activity supplement is intended to accompany the *Puedo Leer/ I Can Read Teacher's Guide* for initial reading in Spanish for bilingual children. The supplement, which consists of a teacher's guide and a set of charts on card stock, provides suggestions for a wide variety of pre-reading activities and approaches, which expand on the activities presented in *Puedo Leer/ I Can Read*. The two main sections of the teacher's guide consist of an introduction to vowels and an introduction to consonants. In these sections, the introduction of the letter-sound is followed by reinforcement and follow-up activities, which include word games and composition exercises. The cards accompany the section on consonants and contains exercises designed to be used after the introduction of each consonant. Strategies for the use of the cards are included in the package. (Author/AM)

**ED 108 503** 95 FL 006 974

*Villarreal, Abelardo And Others*

**Que bonito es leer! (How Nice It is to Read!).**

Curriculum Adaptation Network for Bilingual/Bicultural Education, San Antonio, Tex. Southwest Regional Adaptation Center; Dissemination Center for Bilingual Bicultural Education, Austin, Tex.

Spons Agency—Office of Education (DHEW), Washington, D.C.; William Randolph Hearst Foundation, Los Angeles, Calif.

Pub Date Feb 74

Note—672p.

Available from—Dissemination Center for Bilingual Bicultural Education, 6504 Tracor Lane, Austin, Texas 78721 (Guide \$4.00, Workbook \$3.00, Cards \$2.70, set of 12 Readers \$2.40)

**EDRS Price MF-\$1.08 HC-\$33.64 PLUS POSTAGE**

**Descriptors**—\*Bilingual Education, Comprehension Development, Decoding (Reading), \*Instructional Materials, Language Arts, Language Instruction, \*Language Skills, Learning Activities, \*Mexican Americans, Primary Education, Reading Instruction, Reading Materials, Reading Skills, Resource Materials, \*Spanish, Teacher Developed Materials, Teaching Guides, Vocabulary Development

This Spanish-language supplementary language arts program focuses on the development of decoding, encoding, comprehension, and interpretation skills, and is oriented toward the Mexican-American child's experience. It is designed for first-grade bilingual programs and as a resource for instruction in Spanish as a second language up to the third grade. The program consists of: a teacher's manual; an exercise workbook for the student; 65 flashcards color-coded to match the workbook; and 12 readers which can be used separately or as part of the program. The vocabulary is sequenced to parallel the reading lessons, building from a line or two of text on a page in the first to about eight lines per page in the last of the series. (Author/AM)

**ED 108 504** 95 FL 006 975

*Canales, Estrella And Others*

**Mi Ambiente y Yo (My Environment and Me), An Aural-Oral Activity Guide.**

Corpus Christi Independent School District, Tex.; Dissemination Center for Bilingual Bicultural Education, Austin, Tex.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date 73

Note—414p.

Available from—Dissemination Center for Bilingual Bicultural Education, 6504 Tracor Lane, Austin, Texas 78721

**EDRS Price MF-\$0.76 HC-\$20.94 PLUS POSTAGE**

**Descriptors**—\*Bilingual Education, Classroom Games, Cultural Awareness, Intonation, Kindergarten, \*Latin American Culture, Learning Activities, Lesson Plans, Music Techniques, Oral Communication, Pattern Drills (Language), \*Preschool Education, Pronunciation, \*Spanish Speaking, \*Teaching Guides, Vocabulary

**Identifiers**—Elementary Secondary Education Act Title VII, ESEA Title VII

This project-developed and tested aural-oral guide is designed especially for use at the preschool and kindergarten levels. It is designed for the teacher of Spanish-speaking children as a series of lesson plans or scripts around such topics as school, the family and pets. Vocabulary en-

richment, syntactical drill patterns, and pronunciation and intonation exercises are provided. The book uses songs, games and folklore of the Spanish-American culture to promote the child's knowledge of and pride in his heritage. (Author)

**ED 108 505** 95 FL 006 976

**Guide to Teacher Education Programs for Bilingual Bicultural Education in U.S. Colleges and Universities.**

Dissemination Center for Bilingual Bicultural Education, Austin, Tex.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date Jan 75

Note—45p.; For related document, see FL006966

Available from—Dissemination Center for Bilingual Bicultural Education, 6504 Tracor Lane, Austin, Texas 78721 (free of charge)

**EDRS Price MF-\$0.76 HC-\$1.95 PLUS POSTAGE**

**Descriptors**—\*Biculturalism, \*Bilingual Education, \*Bilingual Teachers, College Programs, Courses, Directories, Graduate Study, Higher Education, \*Program Guides, \*Teacher Education, \*Teacher Programs, Undergraduate Study

**Identifiers**—Elementary Secondary Education Act Title VII, ESEA Title VII

Developed to accompany the publication entitled "Teacher Training Bibliography: An Annotated Listing of Materials for Bilingual Bicultural Education," this guide contains an alphabetical listing by state of institutions of higher learning providing courses, programs, degrees or certification plans for teachers in bilingual bicultural education. Information gathered from the various state departments of education and many individual institutions relates to the academic year 1974-1975 and may be used as a guide for probable offerings during 1975-1976.

An address and a contact name are given for each institution, in addition to a capsule description of course offerings at the institution. This information will also serve as a guide to the direction of the various institutions' programs in the future and as an overall indicator of trends in programs training teachers for the bilingual bicultural classroom. At present they range from many courses in ESL to one doctorate in Bilingual Multicultural Education. (Author/AM)

Available from—Dissemination Center for Bilingual Bicultural Education, 6504 Tracor Lane, Austin, Texas 78721 (free of charge)

**EDRS Price MF-\$0.76 HC-\$1.95 PLUS POSTAGE**

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**ED 108 507** 95 FL 006 978

**The Daily Curriculum Guide, Year 1: A Preschool Program for the Spanish-Speaking Child.**

Dissemination Center for Bilingual Bicultural Education, Austin, Tex.; Spanish Dame Bilingual Bicultural Project, San Jose, Calif.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date 74

Note—1,423p.; For related document, see FL 006 972

Available from—Dissemination Center for Bilingual Bicultural Education, 6504 Tracor Lane, Austin, Texas 78721 (\$3.75 for each of three volumes)

**EDRS Price MF-\$2.34 HC-\$71.74 PLUS POSTAGE**

**Descriptors**—\*Biculturalism, \*Bilingual Education, Curriculum Guides, Educational Resources, English (Second Language), \*Home Instruction, Instructional Materials, Language Instruction, \*Mexican Americans, \*Preschool Education, Resource Materials, \*Spanish, Teaching Guides, Tutorial Programs, Tutoring

**Identifiers**—Elementary Secondary Education Act Title VII, ESEA Title VII

This curriculum guide is designed for use by paraprofessionals (or home tutors) with preschool Mexican-American children in a home setting. This set consists of three volumes covering one year's instruction, with each volume covering ten weeks. Specific lesson plans in Spanish and English are provided for each day. The program's aims are to: improve the child's Spanish language skills; develop basic listening and verbal skills in English; assure basic concept development in the child's primary language, Spanish; and train the mothers of project children in new methods for working with their children. The material is adaptable also to other early childhood bilingual programs. The guides are tab-indexed for ease of use. (Author/AM)

Available from—Dissemination Center for Bilingual Bicultural Education, 6504 Tracor Lane, Austin, Texas 78721 (\$3.75 for each of three volumes)

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ing, Semantics, \*Sociolinguistics, Suprasegmentals, Teaching Methods, Transformation Generative Grammar

This volume is a collection of articles on various aspects of applied linguistics as it relates to language teaching. Chapter 1, by S. Pit Corder, entitled "Applied Linguistics and Language Teaching," gives a short, general survey of applied linguistics in language teaching. Chapters 2-5 give an account of the main concepts in what is now called theoretical linguistics. These chapters are: "Some Basic Concepts in Linguistics" by J.P.B. Allen; "Grammar and Language Teaching" by J.P.B. Allen and H.G. Widdowson; "Phonological Theory and Language Teaching" by Gillian Brown; and "Semantics and Language Teaching" by Paul Van Buren. The sociological and psychological approaches to language are dealt with in the final three chapters: "Sociolinguistics and Language Teaching" by C. Crier and H.G. Widdowson; "Psychology and Language Learning" by Elisabeth Ingram; and "Adult Theories, Child Strategies and their Implications for the Language Teacher" by Ruth Clark. (Author/AM)

ED 108 510 FL 006 981

Keller, Howard H.

**Polysemy and Homonymy: An Investigation of Word Forms and Concept Representation.**

Pub Date [74]

Note—43p.

EDRS Price MF-\$0.76 HC-\$1.95 PLUS POSTAGE

Descriptors—\*Computational Linguistics, Computer Programs, Information Processing, Language Instruction, Mathematical Linguistics, Second Language Learning, \*Semantics, \*Vocabulary, \*Word Frequency, \*Word Lists  
Identifiers—Homonyms, \*Polysems

Language teaching requires textbook material that contains the most frequent concepts of a language. The computer brings its tremendous information processing ability to the task of establishing word frequency rankings, but the computer is limited to counting word-forms and not semantic concepts. The most recent word frequency dictionaries, in fact, exclude parsing and lemmatization from their data base (Kucera and Francis, 1967; John B. Carroll, 1971). This paper describes the problems involved in adjusting a list of the 7,000 most frequent English words (word-forms) for polysemantic variants (e.g., cardinal "bird" vs. "church dignitary") and for homonyms (e.g., pawn "chess piece" vs. "pledge for a loan"). Polysemy and homonymy present a significant problem in that one word-form often expresses two or more differing concepts. The converse of this problem is synonymy—two or more word-forms expressing one concept (e.g., "freedom", "liberty"). The resolution of the difference between word-form and concept representation is important for accurate computerized frequency rankings and for concept inclusion in various "thousand" frequency groups. These problems will also be studied in connection with the establishment of a universal concept list for student review of foreign language vocabulary. (Author)

ED 108 511 FL 006 982

Rosenberg, Richard S.

**Artificial Intelligence and Linguistics: A Brief History of a One-Way Relationship.**

Pub Date Feb 75

Note—15p.; Paper presented at the Annual conference of the Berkeley Linguistics Society (1st, Berkeley, California, February 1975)

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—\*Artificial Intelligence, \*Computational Linguistics, \*Computer Programs, \*Computer Science, Information Theory, Linguistics, \*Linguistic Theory, Machine Translation, Models, Programming Languages, Semantics, Systems Development

For the past 15 years there has been a serious interest in the processing of natural language (English) by researchers in Artificial Intelligence (A.I.). This processing has included machine translation, question-answering systems, man-machine dialogue, and speech understanding. This interest has engendered an awareness of and a concern with the ongoing activity in contemporary linguistics. Therefore, it may be of interest to linguists to discover what has seemed important for A.I. and how it has been adapted and used.

Thus a brief history of the relation (almost always one-way) between A.I. and linguistics is presented. Some of the works in A.I. surveyed range from those of the early sixties, such as Lindsay's SAD SAM, Green et al BASEBALL, and Bobrow's STUDENT, to more recent efforts, including Wood's transition network grammars, Winograd's SHRDLU, and Schank's conceptual dependency models. In one way or another, these computer programs and others depend on the work of Chomsky, both "Syntactic Structures" and "Aspects," Halliday's systemic grammar, and some of the ideas of generative semantics as developed by G. Lakoff, McCawley, and Fillmore. (Author/KM)

ED 108 512 FL 006 983

Zollinger, Ruth Harold

**The Psychological Reality of Information Focus for the Reader.**

Pub Date Jun 74

Note—84p.; Ph.D. Thesis, Case Western Reserve University

Available from—Xerox University Microfilms, 300 North Zeeb Road, Ann Arbor, Michigan 48106 (\$11.00 softbound, \$13.50 hardbound, \$5.00 microfiche)

Document Not Available from EDRS

Descriptors—Cognitive Development, \*Decoding (Reading), Eye Voice Span, Intonation, Language Development, Language Patterns, Language Research, Linguistic Theory, Oral Reading, Phrase Structure, \*Psycholinguistics, Reading Tests, \*Semantics, \*Sentence Structure, Suprasegmentals

Identifiers—\*Information Focus

This study explores the effect of information focus on the size of the unit decoded by a reader. Sixty students chosen at random from average reading groups in fourth, fifth, and sixth grade levels were studied. Each subject read orally 36 thematic sentence frames presented in random order. Each frame contained a point at which the visual display would disappear. The student was asked to report as many words as he could recall beyond the word he was reading. The eye-voice span was measured at the three developmental levels and within four different conditions of information focus: subject, verb, complement, and the final lexical item. Results strongly suggest that subjects at these grade levels have developed certain expectancies about normal intonation patterns and are affected by the change in underlying meaning resulting from a shift in information focus. Furthermore they are sensitive to constraints about the placement of new information, expecting it to occur most often in the predicate and most generally in final lexical position. It may be assumed, therefore, that intonation patterns and their corresponding presuppositions play a major role in the linguistic process. (Author/AM)

ED 108 513 FL 006 984

Wang, William S-Y. And Others

**Chinese-English Machine Translation System.**

California Univ., Berkeley.

Spans Agency—Rome Air Development Center,

Griffiss AFB, N.Y.

Report No.—RADCR-75-109

Pub Date Apr 75

Note—219p.

Available from—National Technical Information Service, Springfield, Virginia 22151

EDRS Price MF-\$0.76 HC-\$10.78 PLUS POSTAGE

Descriptors—\*Chinese, \*Computational Linguistics, \*Computer Programs, Contrastive Linguistics, Data Processing, Descriptive Linguistics, Information Processing, Lexicography, \*Machine Translation, Phrase Structure, Semantics, Sentence Structure, Structural Analysis, Syntax

The report documents results of a two-year R&D effort directed at the completion of a prototype system for Chinese-English machine translation of S&T literature. The system, designated QUINCE, accepts Chinese input exactly as printed, with no pre-editing of any kind, and produces English output on experimental basis. Coding of Chinese text via Chinese Teleprinter System (Model 600D) and subsequent conversion to Standard Telegraphic Code for a direct input to the computer have been successfully completed. Manual keypunching and coding have been completely eliminated. Error rate from coding raw Chinese Texts into STC is less than .03 percent. Operation of QUINCE

System is a six-step process, beginning with INPUT followed by analysis of Chinese (SEGMENTATION, LEXICON, GRAMMARS) and synthesis in English (TRANSFER, EXTRACT). Machine translation proceeds sentence by sentence as a global context. Five grammars are applied in a specific sequence. The system of multiple grammars, replacing a single monolithic grammar, has been in successful operation since May 1974. The lexical data base now contains a total of 82,330 entries in CHIDIC. A dictionary of 35,000 lexical items on nuclear physics (PHYDIC) has been machine-selected from CHIDIC. The system's design is stable, immutable, and highly machine independent. Programming strategy emphasizes the requirements of flexibility, reliability, compactness, efficiency, and portability. (Author/KM)

ED 108 514 FL 006 985

Chu, Shou-chih Rai

**Chinese for the English-Speaking Student, An Approach through English Grammar.**

Pub Date 73

Note—330p.

Available from—Chinese Materials Center, P.O. Box 22048, Taipei, Taiwan, Republic of China (\$8.55)

Document Not Available from EDRS

Descriptors—\*Chinese, Contrastive Linguistics, Grammar, Instructional Innovation, \*Language Instruction, Language Skills, Oral Communication, Reading Skills, Romanization, \*Second Language Learning, Sentence Diagramming, Sentence Structure, Standard Spoken Usage, Structural Analysis, \*Teaching Methods, \*Textbooks, Tone Languages, Uncommonly Taught Languages, Vocabulary, Writing Skills

This textbook presents the study of Chinese through the use of English grammar in the hopes of moderating the extremes of the direct method and of structural analysis. It is intended to cover a one-year course, or six semester hours of introductory Chinese. The book contains 16 lessons, of which the first seven use romanized phonetic forms and emphasize oral communication. The next seven lessons, with Chinese characters, develop reading and writing skills. Two review lessons complete the text. The language is contemporary and is presented in the form of sentences, letters, conversation, and stories which are culturally oriented and reflect the experience of daily college life. Three vocabularies are included: Romanized script, Chinese, English; Chinese, Romanized script, English; and English, Chinese, Romanized script. (Author/AM)

ED 108 515 FL 006 986

Teschner, Richard V. And Others

**Spanish and English of United States Hispanos: A Critical, Annotated, Linguistic Bibliography.**

Center for Applied Linguistics, Washington, D.C.

Pub Date 75

Note—382p.

Available from—Center for Applied Linguistics, 1611 North Kent Street, Arlington, Virginia 22209 (\$7.95)

EDRS Price MF-\$0.76 HC-\$19.67 PLUS POSTAGE

Descriptors—American English, American Indian Languages, \*Annotated Bibliographies, \*Bilingualism, Cubans, English (Second Language), Ethnic Groups, Grammar, Jews, Language Patterns, Mexican Americans, Onomastics, Phonology, Puerto Ricans, \*Sociolinguistics, \*Spanish, Spanish Americans, \*Spanish Speaking, Vocabulary

Identifiers—Code Switching, Islenos, \*Language Contact, Sephardic Jews, Word Borrowing  
This linguistically oriented bibliography lists 675 items that relate in part or in full to the speech and language behavior of U.S. residents or citizens of Hispanic background. The bibliography, intended as a continuation of Hensley C. Woodbridge's 1954 study, includes material completed or published through December 1974, but generally excludes items not available through ordinary channels. Most of the items are annotated fully, many critically and at some length. In addition to examining all items that treat the phonology, grammar, and lexicon of native-spoken U.S. Spanish, the bibliographers have attempted to include all linguistic studies of U.S. Hispano English and all studies of code-switching. The major organizational categories are: (1) U.S. in general; (2) Chicanos in general;



(3) Puerto Ricans on the U.S. mainland; (4) Cubans; (5) Islenos (Canary Islanders in Louisiana); (6) Peninsulars (Spaniards); and (7) Sephardic Jews. When applicable, the sub-categories are: (1) bibliography; (2) comprehensive/general studies; (3) Spanish phonology; (4) Spanish grammar; (5) Spanish lexicon; (6) Onomastics; (7) English influence on Spanish; (8) Spanish influence on English; (9) Spanish influence on Amerindian languages; and (10) code-switching. A cross-referential listing is provided, as well as a list of "Major Items" designed to direct the reader to materials the annotators consider salient. (Author/AM)

ED 108 516 FL 006 987  
Duong, Thanh Binh

A Handbook for Teachers of Vietnamese Students: Hints for Dealing with Cultural Differences in Schools. Vietnamese Refugee Education Series, No. 3.

Center for Applied Linguistics, Washington, D.C.  
Pub Date Aug 75  
Note—39p.

Available from—Center for Applied Linguistics,  
1611 North Kent Street, Arlington, Virginia  
22209 (\$1.00)

EDRS Price MF-\$0.76 HC-\$1.95 PLUS  
POSTAGE

Descriptors—\*Asian Americans, Bibliographies, Classroom Communication, Cultural Background, \*Cultural Differences, Cultural Education, Culture Conflict, Ethnic Groups, Foreign Culture, \*Foreign Students, Non Western Civilization, \*Resource Materials, Social Values, Student Teacher Relationship, Teaching Guides, \*Vietnamese, Vocabulary

This handbook is intended as a guide to the American teacher in helping Vietnamese students make the cultural and academic transition to the American classroom. Part one of the handbook suggests approaches to specific problems arising from cultural and linguistic differences, including forms of address, coeducation, work habits, contact with parents, and language of instruction. Part two provides more general information about Vietnamese culture, its values and concepts, and the attitudes of the Vietnamese toward education and school. Part three contains a glossary of vocabulary items found on Vietnamese high school diplomas and certificates. It is provided to assist in the identification of items on these documents. Part four contains a selective bibliography of generally available materials related to Vietnamese culture and language. (Author/AM)

ED 108 517 FL 006 988  
Khleif, Bud B.

Ethnic Boundaries, Identity, and Schooling: A Socio-Cultural Study of Welsh-English Relations.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.  
Pub Date 8 May 75  
Grant—NE-G-00-3-0130

Note—464p.; Portions of pages 30, 140, 164, 255, 371, and 403 are copyrighted and not available. They do not affect the pagination

EDRS Price MF-\$0.76 HC-\$23.48 PLUS  
POSTAGE

Descriptors—\*Bilingual Education, Bilingualism, \*Cultural Awareness, Cultural Background, Cultural Education, Cultural Factors, Economic Factors, Educational Legislation, Educational Planning, Educational Policy, Ethnic Groups, \*Ethnic Relations, \*Ethnic Studies, Language Instruction, Language Planning, Language Role, \*Nationalism, Official Languages, Political Attitudes, Second Languages, Social Factors, Sociolinguistics, Uncommonly Taught Languages, \*Welsh

Identifiers—Welsh English Relations  
This report is concerned with the current Welsh cultural resurgence, with the focus of this resurgence on the Welsh language as a chief determinant of ethnicity, and with the efforts of the Welsh to obtain from those that govern them institutional supports for their language in schools, courts of law, and similar public and official establishments. This study is put in the context of relations with the English, the historical background of the Welsh, and the larger context of autonomist movements in Europe and North America, South America, Asia, and Africa. The questions explored here include: (1) what is the relationship between ethnicity, nationalism, and

language; (2) under what circumstances do they fuse into one another; (3) to what extent do they have an underlying unity, yet can be discussed apart; and (4) what accounts for the persistence of ethnicity well into the twentieth century? The report is divided into the following sections: a brief history of European, Celtic, and Welsh nationalism; issues and development in Welsh nationalism; land, language, and community; language versus institutions; the school as an agency of regeneration; and the teaching of history in the schools. Implications of this study in relation to ethnicity, nationalism, and bilingualism are also discussed. (Author/AM)

ED 108 518 FL 006 990  
Nguyen, Hy Quang

English-Vietnamese Phrasebook with Useful Word List for Vietnamese Speakers. Vietnamese Refugee Education Series, No. 1.

Center for Applied Linguistics, Washington, D.C.  
Pub Date Aug 75  
Note—153p.

Available from—Center for Applied Linguistics,  
1611 North Kent Street, Arlington, Virginia  
22209 (\$3.00, two cassette tapes \$13.00)

EDRS Price MF-\$0.76 HC-\$8.24 PLUS  
POSTAGE

Descriptors—\*Autoinstructional Aids, Dialogue, Dictionaries, \*English (Second Language), Instructional Aids, Language Instruction, Language Usage, Listening Comprehension, Non English Speaking, Oral Communication, Phonotape Recordings, Phrase Structure, Programmed Materials, Pronunciation, \*Reference Books, Second Language Learning, Sentence Structure, Speech Skills, \*Vietnamese, \*Vocabulary, Word Lists

Identifiers—\*Phrasebooks  
This phrasebook serves to introduce a new Vietnamese resident to the daily activities of life in the U.S. and is intended as a handy reference book which the user can carry around for immediate reference when an English phrase or word is needed. The phrases and supplementary vocabulary in the nineteen units cover a wide range of situations, including introductions; shopping and dealing with money, numbers, and measures; employment; and school. The phrases are grouped by subjects and are selected for their directness, brevity, and relevance to the needs of a newly-arrived Vietnamese resident. They are for the most part presented in the form of short dialogues; the user says the appropriate part and listens to the other part with tapes. The two cassette tapes that accompany the phrasebook provide spoken models of both the English and the Vietnamese phrases. Two word lists of 1500 terms each, giving words most frequently needed, are also included in the phrasebook. (Author/AM)

ED 108 519 FL 006 991  
Robson, Barbara, Comp. Sutherland, Kenton, Comp.

A Selected Annotated Bibliography for Teaching English to Speakers of Vietnamese. Vietnamese Refugee Education Series, No. 4.

Center for Applied Linguistics, Washington, D.C.  
Pub Date Aug 75  
Note—68p.

Available from—Center for Applied Linguistics,  
1611 North Kent Street, Arlington, Virginia,  
22209 (\$1.50)

EDRS Price MF-\$0.76 HC-\$3.32 PLUS  
POSTAGE

Descriptors—Adult Basic Education, Adult Education, \*Annotated Bibliographies, Audiovisual Aids, Bilingual Education, Cultural Background, Elementary Secondary Education, \*English (Second Language), English for Special Purposes, Higher Education, \*Instructional Materials, Language Instruction, Language Tests, Non English Speaking, Reading Materials, Reference Materials, \*Resource Materials, Testing, Textbooks, \*Vietnamese

This annotated bibliography represents a selection of materials which are of most immediate practical relevance and utility to those concerned with the English language education at all levels of refugees from Indochina, particularly Vietnam. An effort was made to include a basic and up-to-date selection of professional materials for those with little prior preparation in this area. Availability was another criterion in selecting the materials. Materials on Vietnamese language and culture are also included, because it is felt that

English instruction should be carried out in a context sensitive to the cultural shock of the refugee, and because it is felt that a bilingual or a bilingual support program is in the long run the best approach to the instruction of the refugee. Materials are listed under the following headings: materials for children, including audiovisual aids; materials for adults; dictionaries and reference materials; vocational English; adult basic literacy materials; testing materials; linguistic and cultural reference materials; and references for teachers. (Author/AM)

ED 108 520 95 FL 007 001  
Horner, Vivian

Pre-Lessons for Use with an Oral Language Program.

Southwestern Cooperative Educational Lab., Albuquerque, N. Mex.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Pub Date [68]  
Contract—OEC-4-7-062827-3078

Note—18p.

EDRS Price MF-\$0.76 HC-\$1.58 PLUS  
POSTAGE

Descriptors—Bilingual Education, \*Childrens Games, \*Class Activities, \*Classroom Games, \*Early Childhood Education, Educational Games, \*English (Second Language), Language Instruction, Learning Activities, Navaho, Non English Speaking, Spanish Speaking, Speech Skills, Verbal Communication

Five pre-lessons provide a set of brief daily activities for children encountering school, and perhaps a teacher who speaks standard English, for the first time. These activities should increase the likelihood that the children will feel comfortable, and will respond vocally and enthusiastically during subsequent systematic instruction in standard American English. The teacher can conduct the pre-lessons effectively with almost no preparation. Pre-lessons contain both instructions and lessons; the rationale for each day's lesson is given in narrative form, followed by a numbered outline of the steps in the lesson. There is a development from teacher-led to pupil-led activities, and from almost no dependence on verbal instruction to preliminary testing for such dependence. A critical difference between the pre-lessons and directed instruction in language is that the children are not expected to produce or understand specific utterances during most of the pre-lessons. They are especially recommended for the first few days of school prior to beginning other oral language instructional programs. These activities have been pilot-tested with six groups of preschool children. Appendices contain instructions for making mats out of newspapers and the text of an introductory speech in English, Spanish, and Navaho. (Author/AM)

ED 108 521 95 FL 007 002  
Natalicio, Luiz F. S. Natalicio, Diana S.

An Investigation into Linguistic Cues Involved in English Noun Pluralization of Six-Year-Old Mexican-American Children. Final Report.

Texas Univ., El Paso.  
Spons Agency—National Center for Educational Research and Development (DHEW/OE), Washington, D.C. Regional Research Program.

Bureau No—BR-2-F-019  
Pub Date Aug 73

Contract—OEC-6-72-0723(509)  
Note—52p.

EDRS Price MF-\$0.76 HC-\$3.32 PLUS  
POSTAGE

Descriptors—Bilingual Students, \*Child Language, Consonants, \*English (Second Language), Language Development, Language Patterns, Language Research, \*Mexican Americans, Morphology (Languages), \*Nominals, Phonetics, Phonology, \*Plurals, Pronunciation, Psycholinguistics, Spanish Speaking

The purpose of this research was to investigate the effects of initial consonants, especially /s/, on the pluralization of English nouns by both native English- and native Spanish-speaking first grade pupils. A test instrument consisting of nonsense syllable trigrams was constructed based on linguistic descriptions of English noun pluralization. Accompanied by visual stimuli, this instrument was administered to 120 six-year-old children in the El Paso area. Results of the data analysis indicate that there is no significant effect of initial /s/ on successful noun pluralization, although /s/ is more frequently associated with misarticulation.

tions in both singular and plural responses. Results are discussed in terms of linguistic rules for pluralization, differences between pluralization strategies of native English and native Spanish speakers, and sources of /s/ misarticulations. (Author)

**ED 108 522** FL 007 004

Trang, Kim Dung. Sutherland, Kenton. **Personnel Resources Directory for the Education of Vietnamese Refugees. Vietnamese Refugee Education Series, No. 5.** Center for Applied Linguistics, Washington, D.C. Pub Date Aug 75

Note—35p.  
Available from—Center for Applied Linguistics, 1611 North Kent Street, Arlington, Virginia 22209 (\$1.00)

**EDRS Price MF-\$0.76 HC-\$1.95 PLUS POSTAGE**

**Descriptors**—Bilingual Teachers, Credentials, \*Directories, Educational Background, Educational Experience, Educational Planning, \*Educational Resources, \*Language Teachers, Participant Characteristics, Teacher Aides, Teacher Background, Teacher Certification, \*Teacher Selection, Teaching Experience, \*Vietnamese

This directory contains the names of educators and paraprofessionals who might be of help in the education of newly arrived Vietnamese refugees in the United States. The criteria for selection of the individual educators were: (1) the educator has taught, or was trained to teach, in Vietnam or Cambodia; (2) the educator has some special expertise, such as training in applied linguistics, ESL, or bilingual education, which would make him or her a useful resource for schools which have numbers of limited- or non-English speaking refugees; or (3) the educator has some special resource, talent, or technical assistance ability that could be put to immediate use by school districts. In some instances individuals were included who, while they might at present be difficult to credential as teachers, could serve as paraprofessionals or teacher assistants. The educators are listed alphabetically by surname, followed by the following information: address; telephone; birthplace; birth year; sex; citizenship; languages; degrees; universities; specializations; credentials; relevant experience; availability; and administrative, technical assistance, translation, resource, and research capabilities. (Author/AM)

**ED 108 523** FL 007 006

Ramunni, Raji M. **Handbook for Graduate Teaching Assistants and Instructional Assistants.**

Michigan Univ., Ann Arbor. Dept. of Near Eastern Studies. Pub Date 73

Note—77p.  
**EDRS Price MF-\$0.76 HC-\$4.43 PLUS POSTAGE**

**Descriptors**—Bibliographies, \*College Language Programs, College Teachers, \*Language Instruction, Language Teachers, Lesson Plans, Modern Languages, Program Guides, Student Teaching, Teacher Aides, \*Teacher Education, Teacher Evaluation, Teacher Qualifications, \*Teaching Guides, \*Teaching Methods, Tests

**Identifiers**—Near Eastern Studies  
This handbook is primarily designed for Graduate Teaching Assistants (GTAs), Instructional Assistants (IAs) and Teacher Trainees (TTs) in the Department of Near Eastern Studies (NES), Formerly Department of Near Eastern Languages and Literatures, at the University of Michigan. The contents of the Handbook, however, can be of service to all teacher training programs in the United States and abroad. The Handbook consists of two parts. Part I contains policies and regulations relating to the appointments and responsibilities of GTAs and IAs and the relationships between them and supervising course instructors. Part II provides useful information needed for basic orientation and training of prospective language teachers, regardless of their language specialization. Of special interest are: outlines of NES Methods Course; sample lesson plans, based on actual classroom teaching, demonstrating various teaching techniques; sample tests; samples of GTA evaluation report and NES course evaluation; some observations derived from NES Teacher Training Seminars and video-tape demonstrations for prospective language teachers. At the end of Part II, a reading list, arranged

alphabetically by author and subject matter and relating to language learning and teaching, is provided. (Author)

**ED 108 524** FL 007 007

Hofmann, Thomas R. **Bibliography on the Semantics of Human Language. Linguistic Bibliography Series, No. 1.** Pub Date 74

Note—118p.  
Available from—University of Ottawa Press, 35 Avenue Haste, Ottawa, Ontario, K1N 6N5 Canada (C\$4.50)

**Document Not Available from EDRS**

**Descriptors**—Anthropology, Artificial Intelligence, Artificial Languages, \*Bibliographies, Computational Linguistics, Computer Science, Deep Structure, Grammar, \*Language, Lexicology, \*Linguistics, Logic, Machine Translation, Philosophy, Programming Languages, Psycholinguistics, Reference Books, Resource Materials, \*Semantics, Semiotics

This bibliography, prepared and stored on a computer, is intended to aid in locating works on the semantics of human language. As a reference bibliography, it presents as many different places and modes of publication as possible, and includes as wide a range of subjects as possible. It is intended to cover all of linguistic semantics, with decreasing contributions from logic, computer science, philosophy, psycholinguistics, semiotics, cognitive psychology, cognitive anthropology, and artificial intelligence. Entries are listed according to author, title, collation, and post-collation where appropriate. Appendices contain full format information, names of cities which are not common in English or French, and useful abbreviations, including journal names. (Author/AM)

**ED 108 525** FL 007 008

Grundt, Alice Wyland. **Tonal Accents in Low German.** Pub Date Jun 75

Note—18p.; Paper presented at the Annual Meeting of the Berkeley Linguistic Society (1st, 15-17 February 1975)

**EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE**

**Descriptors**—Comparative Analysis, Componential Analysis, Consonants, Diachronic Linguistics, \*German, \*Intonation, Language Research, Linguistic Theory, \*Morphophonemics, Norwegian, Phonetic Analysis, \*Phonological Units, Phonology, Regional Dialects, Structural Analysis, \*Suprasegmentals, Syllables, Vowels

**Identifiers**—Low German, \*Tonal Accents

This paper argues that the origin of the tonal accents in Low German, Danish, Swedish, and Norwegian can be explained on the basis of segmental circumstances, that they may be considered as secondary in the historical development of these languages, and that they arise when the redundant tonal transition in centering diphthongs becomes distinctive when such diphthongs monophthongize. As a corollary, it is argued that centering diphthongs which become tonal monophthongs arise as a result of the disturbance of the timing of disyllabic sequences with one medial consonant. The argument is based on (1) phonetic studies, and (2) historical and comparative examination of Germanic dialects. (Author/AM)

**ED 108 526** FL 007 009

Radcliffe, Shirley. Jesse, Ronald. **The Bilingual Education Program. Consolidated Program Information Report.**

National Center for Education Statistics (DHEW), Washington, D.C. Report No.—NCES-75-309A  
Pub Date [72]

Note—9p.  
**EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE**

**Descriptors**—American Indian Languages, \*Bilingual Education, Chamorro, Chinese, Elementary Education, \*English (Second Language), Eskimo Aleut Languages, Expenditures, French, Inservice Education, Inservice Teacher Education, Language Programs, Portuguese, Program Costs, Program Descriptions, \*School Statistics, Spanish, \*Statistical Data, Statistical Surveys

**Identifiers**—Elementary Secondary Education Act Title VII, ESEA Title VII

This report is based on a survey of the 168 bilingual education programs operating in the U.S. in 1971-72. Of these, 157 responded to the Consolidated Program Information Report survey, which collected data on specific programs and target populations. The report provides some brief background information on Title VII of the Elementary and Secondary Education Act and on bilingual education programs in the U.S. The body of the report consists of statistical information on the 157 projects, including figures on pupil participation (data obtained from individual project applications), language of instruction, personnel development, and expenditures. Languages involved in the projects include: English as a second language, Spanish, French, Portuguese, Chinese, Chamorro, and Native American languages.

**ED 108 527** FL 007 011

Terrell, Tracy D. **Functional Constraints on Deletion of Word Final /s/ in Cuban Spanish.** Pub Date [74]

Note—8p.  
**EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE**

**Descriptors**—Consonants, \*Cubans, Determiners (Languages), \*Generative Phonology, Language Research, Language Variation, Linguistic Theory, Morphology (Languages), Morphophonemics, Nominals, \*Phonological Units, \*Plurals, Regional Dialects, \*Spanish, Surface Structure, Syntax

**Identifiers**—Cuban Spanish  
Interview tapes of adult Cubans from the Latin American Capital Cities Dialect Project were transcribed, focusing on the variability in the deletion of word-final consonants, especially /s/. The operation of the deletion rule for /s/ in Cuban Spanish is shown to be principally dependent on grammatical categories and surface syntactic function. In particular, it is shown that Labov's hypothesis that "whenever a final consonant is variably deleted the rule will operate more often... if it is an integral part of the word and not a separate morpheme..." is too general. The deletion in Cuban Spanish is constrained by a functionalist condition, in this case, the pressure to preserve the singular/plural contrast in noun phrases. The /s/ most often deleted is the one preceded by a determiner which preserves a number marker. Other grammatical categories are unaffected. (Author)

**ED 108 528** FL 007 013

Palmer, Judith Walker. **Developing a Competency-Based Bilingual Teacher Training Program.** Pub Date Mar 75

Note—26p.; Paper presented at the Southwestern Council of Latin American Studies (March 1975)

**EDRS Price MF-\$0.76 HC-\$1.95 PLUS POSTAGE**

**Descriptors**—\*Behavioral Objectives, Biculturalism, \*Bilingual Education, \*Bilingual Teachers, Language Skills, Lesson Plans, Methods Courses, \*Performance Based Teacher Education, Preservice Education, Program Development, Teacher Education, \*Teacher Programs, Teaching Methods

A competency-based teacher education program is the most complete approach to training bilingual teachers because trainees know what is expected to be certified, change is built into the program, and students receive credit for life experiences. In the sample program described here, an interdisciplinary committee first stated an integrated view of the bilingual teacher in the role description. They then defined the competencies which lead to the development of the abilities described in the role. The complete list of competencies is included and contains the following categories: working with children, working with parents, cultural interactions, diagnosis and prescription, communication skills in the native language, communication in the target language, subject areas, and personal and professional development. When the list of competencies was complete, they were clustered according to general areas and assigned to classes on that basis. Individual instructors then agreed to develop and assess competence within their areas of specialization. A sample class schedule of a methods course in which specific bilingual competencies were to be developed and assessed through sequenced modules is included. (Author)

ED 108 529 FL 007 014

DeGeorge, George P.

**Guidelines for Selecting Tests for Use in Bilingual/Bicultural Education Programs.**

Pub Date 75

Note—5p.; Presented at the MATSOL Spring Conference (1975)

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—Biculturalism, \*Bilingual Education, Cultural Factors, Diagnostic Tests, Language Tests, Program Evaluation, Scoring, Standardized Tests, \*Test Bias, \*Testing, \*Testing Problems, Test Reliability, \*Test Selection, Test Validity

This guide is a compilation of factors considered important in the selection of tests for bilingual/bicultural programs. It is intended for use by test selectors or teachers in bilingual education, and does not presume to be exhaustive or authoritative. Basically the guide consists of questions the test selector or teacher should ask when selecting tests. Questions concern the purpose of the test, the relation of the test to the student, test validity, and practical considerations such as financial factors and ease of scoring. (Author/AM)

## HE

ED 108 530 HE 006 443

Gottlieb, David

**Youth and the Meaning of Work. Part II.**

Houston Univ., Tex.

Spons Agency—Manpower Administration (DOL), Washington, D.C.

Pub Date 74

Note—194p.

EDRS Price MF-\$0.76 HC-\$9.51 PLUS POSTAGE

Descriptors—Attitudes, Careers, \*College Graduates, Economic Status, \*Employment Experience, Employment Patterns, Females, \*Higher Education, Job Market, Males, Marital Status, Professional Training, Socioeconomic Status, Surveys, Vocational Adjustment, \*Work Attitudes, Work Experience, \*Youth Employment

This document represents a follow-up study of college seniors who graduated in the spring of 1972. The first stage of the research dealt with the career related aspirations, expectations, and apprehensions of 1,858 American college seniors of the class of 1972. This document, which is the second stage of the study, is based on data obtained from this group one year after college graduation. The major purpose of the follow-up study is to identify the fit between career-related expectations and career-related outcomes one year after college graduation. The document begins with a discussion and review of the first study. Then chapters describe: (1) the procedures utilized in the development of the follow-up questionnaire, the process utilized in efforts to reach the respondents, the results of these efforts, and data dealing with the representativeness of the follow-up sample; (2) the marital, geographic, and career-related attitudes of graduates; (3) respondents who entered the full-time employment market after graduation, the process by which college graduates seek employment, and general attitudes toward current and future work settings; (4) experiences and attitudes of those who have pursued graduate and professional school involvements, noting how variables such as sex and field of study relate to variation in graduate school experiences and attitudes; and (5) differences and similarities between three groups using sex, socioeconomic status, and field of study as variables in explaining differences in post-college activities. (Author/KE)

ED 108 531 HE 006 451

Cowley, W. H.

**Thomas Clap and the Founding of Yale.**

Pub Date Jun 71

Note—33p.; Best copy available

EDRS Price MF-\$0.76 PLUS POSTAGE. HC Not Available from EDRS.

Descriptors—\*Administrative Policy, American History, \*Educational History, \*Governance, \*Higher Education, Historical Reviews, \*Trustees

Identifiers—Act of Liberty, Franklin B. Dexter, Simeon E. Baldwin, The Plan of 1698, Thomas Clap, \*Yale

The conflicting statements about Yale's beginning made at various times by President Clap definitively shaped his administration (1740-1766) and also Yale's method of government for more than a century thereafter. During the 90 years following the 1792 reorganization of the Yale Corporation no one seems to have questioned Clap's pronouncements, if indeed anyone had effectively criticized them earlier. In 1882, however, Franklin B. Dexter and Simeon E. Baldwin published papers calling some of Clap's pronouncements into question. Two decades later Charles H. Smith repeated their dissents, but none of these Yale professors have been as thoroughgoing as the situation seems to require. This document examines five components of the several Clapian versions of Yale's early years and also observations about them made or not made by the three men just named. The purpose of this document is to facilitate the study of the evolution of American academic government. Sections of the document cover: (1) The Plan of 1698; (2) Selection of Yale's First Trustees; (3) Petition to the General Assembly for the Founding; (4) The Tradition of Books Donated Previous to the Act of Liberty; (5) Abatements, Misquotations, Distortions. (Author/KE)

ED 108 532 HE 006 460

Calbert, Roosevelt Epps, Willie J.

**Curricular Innovations in Historically Black Colleges and Universities. Volume I.**

Institute for Services to Education, Inc., Washington, D.C. TACTICS Management Information Systems Directorate.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date Feb 75

Note—65p.

EDRS Price MF-\$0.76 HC-\$3.32 PLUS POSTAGE

Descriptors—\*Curriculum Design, \*Curriculum Development, \*Educational Innovation, \*Higher Education, \*Negro Colleges, Performance Based Education, Seminars, Tables (Data), Womens Studies, Work Study Programs

This document is an attempt to communicate information on the innovative programs in which black colleges and universities are involved. Part 1, the introduction, covers historical perspective on curriculum development in black colleges, rationales for the study of curricular innovations in historically black colleges and curricular innovations. Part 2, covers methodology, discusses procedures and sample, and the survey. Part 3 covers results and also discusses curricular innovations in historically black colleges, curricular innovations in large and small historically black colleges and curricular innovations in public and private historically black colleges. Part 4 contains conclusions and appendixes, lists colleges and universities responding to the survey, and provides statistical tables. Some conclusions are: larger colleges report more innovations that might be construed as academic-intellectual in nature while smaller colleges report more student-life type innovations; faculties initiate nearly 60 percent of all programs; programs have not spread widely throughout the colleges, as might be expected; women's studies are infrequently part of the investigated colleges' curriculum. (Author/KE)

ED 108 533 HE 006 463

Lyell, Edward H., Toole, Patrick

**Student Flow Modeling and Enrollment Forecasting.**

Society for Coll. and Univ. Planning, New York, N.Y.

Pub Date Dec 74

Note—5p.

Journal Cit—Planning for Higher Education; v3 n6: 2/6 December 1974

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—\*Educational Planning, \*Enrollment Trends, \*Flow Charts, \*Higher Education, Mathematical Models, \*Methods Research, Statistics

Contraventions over the extent and duration of projected enrollment declines have made the techniques involved in such predictions a matter of interest in the field of educational planning. This document is a survey of current methodologies and problems in forecasting at the state and institutional level. Part 1 discusses: a review of

methodology that describes forecasting methods such as ratio, cohort survival, Markov models, regression, optimization, combination methods, guess-estimation, and also national, state, and institution-level models. Part 2 deals with the problems and issues in enrollment forecasting. Part 3 discusses alternative future strategies and decisions. (Author/KE)

ED 108 534 HE 006 464

Smith, Joyce Finch, Harold L.

**Private Colleges: Strategies for Change.**

Society for Coll. and Univ. Planning, New York, N.Y.

Pub Date Feb 75

Note—3p.

Journal Cit—Planning for Higher Education; v4 n1: 3/4 February 1975

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—Costs, Delivery Systems, Educational Administration, \*Educational Objectives, \*Educational Planning, \*Higher Education, \*Institutional Role, \*Private Colleges, Student Enrollment

By responding to the specialized needs of their clientele, private institutions have provided a personalized, value-oriented education to a degree not possible in the public sector. Notwithstanding the accomplishments of private institutions, demographic studies of postsecondary education indicate declines in private enrollments, a trend that is destined to become increasingly pronounced in the immediate future. This document surveys options available to small colleges threatened by declining enrollments, inflated costs, and decreased tuition related income. Five representative colleges highlighted here typify the strategies in use to combat declining enrollments and increasing costs. Most of these institutions reported the employment of multiple approaches. A principal method used is an increased response to new markets: evening students, adults, disadvantaged, mature women, veterans, commuter students, business trainees, military personnel, and job training for nurses, technicians, and managers. Improving overall management by reevaluating budgets and programs or by upgrading the professional level of management within the institution are frequently used strategies. Private colleges should reexamine their institutional goals and charter to determine the strategies most compatible with their educational mission. (Author/KE)

ED 108 535 HE 006 465

Smith, Virginia B.

**Assessment and Educational Policy.**

Society for Coll. and Univ. Planning, New York, N.Y.

Pub Date Feb 75

Note—5p.

Journal Cit—Planning for Higher Education; v4 n1: 1/4 February 1975

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—Career Choice, \*Cost Effectiveness, Decision Making, \*Educational Accountability, \*Educational Assessment, Educational Benefits, \*Educational Policy, \*Higher Education, Measurement Techniques, Speeches, Unit Costs

Because of increased access of postsecondary education in the 1950's and 1960's, higher education cost analysis gained importance. Attempts have been made to develop a standard unit cost, but it is hard to see unit cost accounting by itself as a valuable tool for public accountability or policy making. For these purposes a cost-effectiveness ratio is needed. Efforts to analyze costs have proceeded much further and gained considerably more sophistication than efforts to measure effectiveness. As a result, it is understandable that policy makers frequently find themselves relying on cost figures alone as a basis for decisions. Why is it that efforts to measure effectiveness fail? What might be done to move in that direction and what are the problems? In an attempt to answer these questions the study considers: (1) criteria by default: manpower models; (2) criteria: access and retention; (3) criteria: vocational and career choices; (4) education's lifelong benefits; (5) measurement as an educational tool. (Author/KE)

ED 108 536 HE 006 478

Johnson, Pierce Jarvis

**Physician Supply: A Review of the Literature and an Analysis of Physician Supply Functions.**



Report No.—AD-A-001-255

Pub Date Sep 74

Note—79p.

Available from—U. S. Dept. of Commerce, National Technical Information Service, 5285 Port Royal Road, Springfield, Virginia 22161 (AD/A-001 255, PC \$4.75/MF \$2.25)

Document Not Available from EDRS

Descriptors—Educational Demand, Educational Supply, \*Higher Education, \*Labor Supply, Manpower Needs, \*Manpower Utilization, \*Medical Education, \*Physicians

Identifiers—\*American Medical Association

The first section of this thesis is a review of previous studies and analyses of physician supply. Then, comparing the present physician shortage with the shortage of engineers and scientists during the 1950's, the author examines the present policies of the American Medical Association which, in effect, restrict the entry of physicians into the market. Following a presentation of various factors which tend to influence potential medical school applicants, theoretical structural equations are developed to explain the supply of physicians. Finally, the problem of physician supply in the armed services, and specifically the Navy, is examined in comparison to the above theories. (Author)

ED 108 537

HE 006 495

Stark, Joan S.

The Responsibility of Trustees in Relationship to Consumer Protection.

New York State Education Dept., Albany.

Pub Date 13 Mar 75

Note—31p.; Paper presented at The Regents Annual Trustees Conference (11th, New York, Hilton Hotel, March 13, 1975)

EDRS Price MF-\$0.76 HC-\$1.95 PLUS

POSTAGE

Descriptors—Accreditation (Institutions), \*Consumer Education, Data Processing, Educational Improvement, \*Educational Responsibility, Federal Aid, Federal Government, \*Higher Education, Information Dissemination, \*Institutional Role, Policy Formation, State Government, \*Trustees

Consumerism has become an important force in postsecondary education. This document points out the need of trustees to delineate an ethical relationship between the consumer of education and the institution. The document begins by suggesting proposals for state and federal regulation for consumer protection. Some suggestions are: (1) publication of attrition rates and reasons for attrition; (2) publication of federal loan default rates; (3) public disclosure of full reports by accreditation agencies; (4) publication of a prospectus about each institution; (5) establishment of a clearinghouse that would maintain comparable information about all institutions; (6) establishment of a second clearinghouse that would maintain information on complaints registered against an institution. Then the document considers the institution responsibility to: (1) examine its focus; (2) examine the access, process, and output from the point of view of the consumer as well as from the views of other constituencies, primarily through systematic consultation with students; (3) provision of ways that students can communicate with policy makers; (4) provide resources for identification of the kinds of information that would be most helpful in assessing program quality and; (5) develop data collection procedures that, in turn, could be used for program self-study and improvement. (Author/KE)

ED 108 538

HE 006 496

MacVittie, Robert W.

Trustees and the Evaluation of the Chief Executive Officer.

New York State Education Dept., Albany.

Pub Date 13 Mar 75

Note—14p.; Paper presented at The Regents Annual Trustees Conference (11th, New York, Hilton Hotel, March 13, 1975)

EDRS Price MF-\$0.76 HC-\$1.58 PLUS

POSTAGE

Descriptors—Administrative Personnel, \*Administrator Evaluation, Educational Objectives, Evaluation, Goal Orientation, \*Governance, \*Governing Boards, Grants, \*Higher Education, Leadership Responsibility, Personnel Policy, Policy Formation, Sabbatical Leaves, \*Trustees

Selection of the chief administrative officer for a college or university ranks extremely high

among important decisions required by the membership on the board. In discussing the role of the trustees in the evaluation of college and university leadership, the following suggestions are made: (1) Clearly indicate the expectations of leadership and the conditions of appointment. (2) Explain whether and how presidential leadership will be undertaken. (3) Discuss the expectations of leadership, including relations with the board, as well as problems unique to the mission of the institution and its location. (4) Are there means for the in-service education of leadership renewal possible through leaves, grants, or other considerations? Are there ways by which a "successful" or "unsuccessful" president may exit with dignity? In the establishment of a formal evaluation program, the following are suggested as the minimal requirements: (1) a basic statement of the expectations of residential leadership; (2) a provision for a written self-evaluation of leadership strengths and weaknesses; (3) a clearly defined statement of evaluation procedures; (4) a meeting between the resident and the governing board (or its representative) to discuss the evaluation while in progress. (Author/KE)

ED 108 539

HE 006 498

Campus Statistics. Fall Quarter 1974 and Year 1973-1974.

California Univ., Berkeley. Office of Institutional Research.

Pub Date Mar 75

Note—98p.

EDRS Price MF-\$0.76 HC-\$4.43 PLUS

POSTAGE

Descriptors—Certification, College Majors, Degrees (Titles), \*Enrollment, Grade Point Average, \*Graduate Students, \*Higher Education, Part Time Students, Statistics, Student Mobility, Students, Student Teacher Ratio, Study Abroad, Surveys, Transfer Students, \*Undergraduate Study, University Extension

Identifiers—\*University of California Berkeley

Statistics from the period covering the year 1973-74 and the fall quarter of 1974 are contained in this document. Statistics for fall 1974, include: (1) a summary of campus enrollment; (2) new, continuing, and returning students; (3) full-time and part-time students; (4) undergraduates by college or school and class level; (5) major field of study; (6) undergraduate and graduate students by department; (7) home locality at time of admission; (8) students in the education abroad program; (9) sources of new undergraduate students by type of transfer institution; (10) age of students; (11) ethnic identity of students; (12) instructional staff in teaching departments—headcount and FTE; (13) university extension for 1973-74; (14) campus enrollment summary; (15) undergraduates by college or school and class level; (16) major field of study; (17) department of study; (18) new, continuing, and returning students; (19) full-time and part-time students; (20) home locality at time of admission; (21) sources of new undergraduate students by type of transfer institution; (22) distribution of cumulative grade-point averages for students who completed the spring quarter 1973-74; (23) degrees and certificates awarded in the year 1973-74; (24) degrees awarded 1973-74 by departments; (25) summer session enrollments; and (26) university extension, total programs, registration; and student registration. (Author/KE)

ED 108 540

HE 006 500

Geographic Origins of Students. Fall 1973. Report No. 2-75.

State Univ. of New York, Albany.

Pub Date Jan 75

Note—289p.

EDRS Price MF-\$0.76 HC-\$14.59 PLUS

POSTAGE

Descriptors—Agricultural Colleges, Community Colleges, Foreign Students, Health Occupations Centers, \*Higher Education, \*Residential Patterns, \*Resident Students, \*State Colleges, \*State Universities, Students

Identifiers—\*State University of New York

The tables in this document are formatted to provide geographic origin information on numbers of graduate and undergraduate students both full- and part-time. Tables for each college are provided that show the numbers of students at the college from each New York State county, other state, or foreign country. In another part of the report, this same permanent residence information is arrayed by county, state, and country.

Summary tables and percentage trends are included. Definitions of terms used in this report are provided in the glossary at the end of the book. Some findings are: (1) More (43.9 percent) students at University Centers have permanent residences in the county of the institution's location than students at the University Colleges (29.2 percent). (2) Among all senior institutions, the Health Sciences Centers have the highest percentage (55.1 percent) of students coming from their local area, while the Specialized (24.0 percent) and Statutory Colleges (11.3 percent) have the lowest percentages of this type of student. (3) There are 30.8 percent of the students at the Agricultural and Technical Colleges who come from the local area. (5) There are 19.0 percent of the students attending Statutory Colleges who resided in some other state. (6) Foreign student enrollment ranges from a high of 6.0 at the Statutory Colleges to a low of 0.4 percent at the Agricultural and Technical Colleges. (7) There are 62 percent of the students from other states who come from the contiguous states of New Jersey, Pennsylvania, Connecticut, and Massachusetts. (Author/KE)

ED 108 541

HE 006 501

Millard, Richard M., Ed. And Others

Information Impact: Collision with Tradition.

Shifting Levels of Decision Making in Postsecondary Education. Report No. 49.

Education Commission of the States, Denver, Colo.

Pub Date May 74

Note—302p.; Proceedings of the National Forum on New Planning and Management Practices in Postsecondary Education (2nd, Chicago, Illinois, November 14-16, 1973)

Available from—Education Commission of the States, 300 Lincoln Tower, 1860 Lincoln Street, Denver, Colorado 80203 (\$3.50)

EDRS Price MF-\$0.76 HC-\$15.86 PLUS

POSTAGE

Descriptors—Collective Bargaining, Community Colleges, \*Decision Making, Educational Innovation, \*Higher Education, Humanities, \*Information Dissemination, \*Information Systems, Information Utilization, Management Development, \*Management Information Systems, Private Colleges, State Colleges, State Universities

This document attempts to raise questions about the judicious use of information at various levels, and its impact on postsecondary educational institutions. It focuses on the major issues involved in the aggregation and comparison of information about postsecondary education, the needs and usage of such information, and prospects for increasing demand for such information. Part 1 is devoted to the progress report on the work of the National Commission on the Financing of Postsecondary Education. It also discusses the issues of tension, problems, limitations, opportunities and advantages of effective management information systems, and information aggregation addressed first from within the institutional perspective and second from state and federal perspectives. Part 2 considers management and information systems as the beneficiaries of postsecondary educational systems and systems not as ends in themselves but as a means to increase benefits to students and society. Part 3 contains issues of a less technical nature involving changing conditions in uses of management information systems, such as collective bargaining information needs, program innovation within traditional management systems, policy issues related to data base management, a humanistic management system for education, and regional data centers. Workshop sessions dealt with the National Center for Higher Education Management Systems' products, state systems, regional systems, community colleges, small colleges, and particular management and information system development. (Author/KE)

ED 108 542

HE 006 502

McKee, Helen C. Mills, Mildred B.

Survey '71: Overview. Follow-up of 1971 Fredonia Graduates.

State Univ. of New York, Fredonia. Coll. at Fredonia. Teacher Education Research Center.

Pub Date Mar 73

Note—51p.

EDRS Price MF-\$0.76 HC-\$3.32 PLUS

POSTAGE

Descriptors—Aspiration, College Choice, College Environment, \*College Graduates, Curriculum Development, Demography, Employment, \*Graduate Surveys, \*Higher Education, Occupational Choice, \*Student Attitudes, \*Surveys, Tables (Data)

Identifiers—\*Fredonia College

This document polls a target group of Fredonia graduates to ascertain their perceptions of the educational experiences that led to an undergraduate degree. The objectives of the survey are: (1) find out the demographic and other characteristics of students attending the State University College, Fredonia; (2) find out the reasons why students selected this particular college; (3) find the types of positions graduates were accepting; (4) examine the relationship between college preparation and employment attainment; and (5) explore suggested areas of instruction so that graduates may become more constructive contributors in society. Using the Student Information Form-1968 of the American Council on Education as a base, a sixteen section instrument comprised of one hundred sixty-five forced-choice and two open-ended items were developed. Mailouts were sent by using a list that included seven hundred fifty-three graduates. A series of follow-ups over a 5-month period resulted in a 60 percent return. The items under study fell into the following five main categories for discussion: (1) demographic information; (2) college life; (3) personal opinion (structured responses); (4) employment (status and expectations); (5) comments (open-ended items). (Author/KE)

ED 108 543 HE 006 503

Mertins, Paul F. Brandt, Norman J.  
Financial Statistics of Institutions of Higher Education: Property, 1970-71 and 1971-72.

National Center for Educational Statistics (DHEW/OE), Washington, D.C.

Report No.—NCES-75-114

Pub Date 74

Note—221p.

Available from—U.S. Government Printing Office, Washington, D.C. 20402 (\$2.85)

EDRS Price MF-\$0.76 HC-\$10.78 PLUS POSTAGE

Descriptors—Assessed Valuation, Change Agents, \*Expenditures, \*Facility Inventory, \*Higher Education, \*Income, National Surveys, \*Physical Facilities, Private Colleges, Questionnaires, State Colleges, State Surveys, Statistical Surveys, Surveys

Identifiers—\*OE Form 2300 4

This document presents property-related data provided by institutions of higher education in response to questionnaires. The questionnaires acquired data on current funds revenues and expenditures and data for basic student changes for academic year 1970-71 and 1971-72. Data covers information on all institutions, both public and private, and includes property values, physical plant assets, book value of endowment, and indebtedness on physical plant for the period covering 1970-71 and also 1971-72. Appendixes contain a list of the number of institutions surveyed, the number responding to the survey, the number not responding to the survey by level of institution, control, region, and state; plus a list of nonrespondents and a reproduction of the survey report form for fiscal year 1971 and fiscal year 1972. (Author/KE)

ED 108 544 95 HE 006 504

Staff, Robert J. McKenzie, Richard B.  
An Economic Theory of Learning: Student Sovereignty and Academic Freedom. Final Report.

Virginia Polytechnic Inst. and State Univ., Blacksburg.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Bureau No.—BR-2-0641

Pub Date Dec 73

Grant—OEG-0-72-3940

Note—187p.

EDRS Price MF-\$0.76 HC-\$9.51 PLUS POSTAGE

Descriptors—Academic Freedom, Aptitude, College Majors, Curriculum, \*Decision Making, \*Economic Research, Educational Demand, Educational Economics, Faculty Evaluation, Grading, \*Higher Education, Humanistic Education, Innovation, \*Learning Theories, \*Public Opinion, Public Policy, Student Evaluation

This document applies the tools of economics (consumer choice theory, wage theory, and collective choice) to develop an economic theory of learning. It examines the choice process of acquiring knowledge. The choice of one program (physics) over others (history, math) is clearly important in that physics knowledge and history knowledge cannot be considered as perfect substitutes in either a utility or production sense. Unlike conventional studies in the economics of education, the authors examine the ground between empirical demand studies for education and the studies that assume knowledge embodiment (human capital). Thus, student and faculty choice is examined that is internal to a university. Some questions considered are: What are the impacts of different student aptitudes on curricular choice and the decision to switch majors? What effects do student evaluations and varied grading schemes have on the learning process? Why do educational innovations appear to be ineffective? What are the choice implications of academic freedom? What are the causes and effects of grade inflation? Can faculty performance be evaluated? A variety of evidence is used to support models of student and faculty choice. However, the main thrust of this document is in developing a theory of learning based on economics and public choice. (Author/KE)

ED 108 545 HE 006 505

Hill, James S. Judd, Robert C.

Finding Analytic Meaning in College Enrollment Matrices. Papers in Operations Analysis. Working Paper No. 11.

Toledo Univ., Ohio. Coll. of Business Administration.

Pub Date 8 Feb 73

Note—45p.; Paper presented to the Joint Conference of The Operations Research Society of America, The Institute of Management Sciences, and The Systems Group of the American Institute of Industrial Engineers (Atlantic City, New Jersey, November 8-10, 1972)

EDRS Price MF-\$0.76 HC-\$1.95 PLUS POSTAGE

Descriptors—\*Decision Making, \*Enrollment Influences, \*Enrollment Projections, \*Higher Education, Information Theory, Management Development, \*Management Information Systems, Operations Research

Identifiers—ICLM, \*Induced Course Load Matrix, Markov Process

This document discusses several of the most significant analytic meanings to be found in enrollment data, with the expectation that some of the already developed analytic tools, when properly tuned, can be applied to enrollment and similar data. The Induced Course Load Matrix (ICLM) is a theoretical concept developed from situations in business and industry where talk is of inputs and outputs. The input in this document is students, faculty and staff, facilities, and finances. However, students, faculty, and staff are also decision makers and cannot be manipulated in the same way as more tangible variables used in business. After consideration of enrollment data and the Induced Load Matrix it appears evident that the ICLM is best suited to macro-level analysis and decision making. The document then attempts to develop a micro-level tool that can be employed in the study of retention and attrition rates in enrollment and is useful for data requiring longitudinal study, such as enrollment statistics that take into account peer group influences. In conclusion, answers such as those sought above cannot be found in the familiar aggregate numbers game. It is more likely that one or more management science tools will play a part in the answers sought. (Author/KE)

ED 108 546 HE 006 511

A Study of the Characteristics and Resources of Students in Postsecondary Education in the Commonwealth of Pennsylvania. Student Research Survey.

Pennsylvania Higher Education Assistance Agency, Harrisburg.

Pub Date Jan 75

Note—139p.; Prepared in cooperation with the Pennsylvania State Department of Education

EDRS Price MF-\$0.76 HC-\$6.97 PLUS POSTAGE

Descriptors—Colleges, \*Costs, \*Educational Finance, \*Enrollment, \*Family Income, Family Resources, Federal Aid, Financial Support, \*Higher Education, Post Secondary Education,

Private Colleges, State Aid, State Universities, Tables (Data), Tuition, Universities

Identifiers—\*Pennsylvania

This document tries to identify and measure how families meet the challenge of increasing educational costs and the impact and interrelationships of student financial programs (federal, state, and institutional) on such matters as student access to higher education, student institutional choice patterns, and student ability to overcome family financial limitations. Given the large numbers of institutions and students involved in this study, and given institutional differences in type, size, program offerings, and location, the document does not report on individual institutions. Statistical summaries cover (a) total enrollment—combined full-time, part-time undergraduate and graduate, and (b) full-time undergraduate enrollment only. Both summaries are subgrouped by type of institution to better analyze the public and private sector and two- and four-year institutions. This document has basically been limited to an analysis of responses received from students enrolled in full-time undergraduate studies. Chapters cover: the postsecondary student in Pennsylvania; parental income; dependence and independence; the costs of a postsecondary education in Pennsylvania; the determination of financial need; the financial aid reported by the student respondents; patterns of meeting student expenses in Pennsylvania institutions. Appendixes provide supplementary tables to the chapters. (Author/KE)

ED 108 547 HE 006 513

Bowen, Howard R.

Higher Education and America's Discontents.

American Association of Univ. Women, Washington, D.C.

Pub Date 20 Feb 75

Note—19p.; Paper presented at American Association of University Women, Washington, D.C. (Kansas City, Missouri, February 20, 1975)

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—\*Accountability, Costs, Democratic Values, Disadvantaged Groups, \*Educational Benefits, \*Educational Change, \*Educational Opportunities, Educational Policy, Enrichment, \*Higher Education, Manpower Needs, Minority Groups, Self Actualization, Social Problems

America's keen interest in education has derived partly from the practical need for educated manpower, partly from a faith in education as the foundation of a workable democratic society, and partly from the belief that every person should have the chance, and even the obligation, for personal fulfillment through learning. The history of American education is based on the principle that colleges and universities should be readily accessible to successive waves of new students on easy and inviting terms. Despite all this educational effort, our society today seems to be floundering. Today the nation is engaged in a great debate about the future of higher education, especially about the wisdom of expanding it still further to serve new classes of students. The question is whether the historic development of higher education should be resumed. In trying to reach conclusions about the future national policy for higher education, the document first considers the questions: Just what is higher education now contributing to American society and are the results worth what they cost? The document also discusses economic outcomes, outcomes as changes in society derived from changes in individuals, outcomes as changes in society derived directly from higher education, and higher education and the enrichment of lives. (Author/KE)

ED 108 548 HE 006 514

McMahon, Walter W.

Why Families Invest in Higher Education. Final Report.

National Inst. of Education (DHEW), Washington, D.C. Office of Research Grants.

Bureau No.—BR-2-0679

Pub Date 17 Jul 73

Grant—OEG-0-72-1382

Note—26p.

EDRS Price MF-\$0.76 HC-\$1.95 PLUS POSTAGE

Descriptors—Capital, Census Figures, Economic Factors, Educational Background, Educational Supply, \*Enrollment Influences, \*Family Resources, \*Graduate Study, \*Higher Education,

tion, Income, \*Investment, Job Market, Labor Demands, Occupational Choice, Race, Social Influences, Socioeconomic Influences, Statistical Data, Students

In this document, differences in what students expect to earn and what the census data indicates is eventually being earned at each age is considered. The difference between private returns and social rates of return is defined and reported by occupational field. Finally, the primary emphasis on why students and their families invest in graduate education is further developed and tested. The microeconomic data is from a nationwide sample of 5,346 current students, about 50 percent of whom are currently juniors and seniors who plan to attend graduate school. The rates of return take both the costs and returns of graduate education into account and permit comparisons by sex, race, educational level, and occupational objective. (Author/KE)

ED 108 549 HE 006 566

1973-74 Survey of Physics Bachelor's Degree Recipients. Physics Manpower Report.

American Inst. of Physics, New York, N.Y.

Pub Date Feb 75

Note—11p.

EDRS Price MF-\$0.76 HC-\$1.58 PLUS

POSTAGE

Descriptors—\*Bachelors Degrees, \*Employment Patterns, Females, \*Followup Studies, \*Higher Education, Males, Minority Groups, \*Physics, Salaries, Statistical Data

Highlights from the analysis are: (1) a continuing decrease in the number of physics bachelor's degrees granted; (2) a small increase in the percentage of bachelor's degree recipients who become graduate physics students; (3) a further increase in the proportion of first-year graduate physics students who are assured of teaching assistantships; (4) a small but continuing increase in the proportion of women among the physics degree recipients. Tables include: (1) characteristics of physics bachelor's degree recipients, 1973-1974; (2) postbaccalaureate plans of the members of five minority groups among the 1974 physics bachelor's degree recipients; (3) postbaccalaureate plans of successive graduating classes of physics bachelors; (4) sources of anticipated support for first-year graduate study; (5) changes in employment outlook for new physics bachelor's degree recipients 1968-74; (6) use of physics training by newly employed physics bachelors; (7) full-time employment of new physics bachelor's degree recipients, 1974; (8) starting salaries for new physics bachelors; (9) median starting salaries for chemists and chemical engineers at the bachelor's level; (10) initial employment of physics-bachelor's degree recipients, 1969-1974. (Author/KE)

ED 108 550 HE 006 567

McCluskey, Jimmy

Summary Report on Arkansas State University's Participation in the College Level Examination Program (CLEP)—1971-74.

Arkansas State Univ., State University.

Pub Date [74]

Note—16p.

EDRS Price MF-\$0.76 HC-\$1.58 PLUS

POSTAGE

Descriptors—Academic Achievement, \*Achievement Tests, College Credits, Credits, \*Equivalency Tests, Grades (Scholastic), \*Higher Education, \*Student Evaluation, \*Test Selection

Identifiers—\*Arkansas State University, CLEP, College Level Examination Program

On March 1, 1971, Arkansas State University publicly announced its policy on credit-by-examination through the College Level Examination Program (CLEP). Preceding this announcement institutional research was conducted to determine appropriate cut-off scores for awarding credit on the CLEP General Examinations and certain subject examinations. This document is a summary of CLEP credit recipients from the inception of the institution's participation in the program (March 1, 1971 December 31, 1974). Data included in the document cover: (1) number and percent of students who earned credit through CLEP (and those whose scores did not qualify them for credit) in each subject and the ability of those students as measured by CLEP and the American College Test (ACT); (2) total semester hour intervals with the number of students, the mean cumulative GPA, the mean ACT composite

standard score, and the mean ACT percentile rank (ASU norms) for each interval; (3) distributions of grades earned by CLEP scaled scores and/or subtest scaled scores for awarding credit, and courses for which credit may be earned. Following the tables is an analysis of estimated monetary savings through CLEP. (Author/KE)

ED 108 551 HE 006 571

Renkiewicz, Nancy K. Topping, James R.

Information Exchange Procedures. Field Review Edition. Technical Report No. 47.

Western Interstate Commission for Higher Education, Boulder, Colo. National Center for Higher Education Management Systems.

Pub Date 73

Note—388p.

EDRS Price MF-\$0.76 HC-\$1.967 PLUS

POSTAGE

Descriptors—Cost Effectiveness, Costs, Expenditures, Faculty, Fringe Benefits, \*Higher Education, \*Information Dissemination, \*Information Networks, \*Information Sources, \*Information Utilization, Institutions, Space Utilization, Student Enrollment, Tables (Data), Wages

The field review edition of the Information Exchange Procedures Manual describes a set of meaningful measures, a structure for organizing the data, and standard procedures to collect, aggregate, and display the data for information exchange purposes. The IEP steering committee, task force, and NCHES staff recommended two types of information for exchange: (1) information to calculate costs by discipline, program, and unit of output, (2) information to explain differences in characteristics and costs at different institutions. The measures used in this manual are participant, resources, activity, financial, and outcomes. The structure or framework for this information is the Program Classification Structure. After an overview and a description of structure, measures, and procedures, the study focuses on measures and procedures for determining: (1) general and participant information; (2) resource information; (3) activity information; (4) financial information; (5) direct cost; and (6) outcome information. Appendices and tables follow the conclusion. (Author/KE)

ED 108 552 HE 006 578

Pennsylvania Higher Education Assistance Agency. State Higher Education Grant Program. Comparative Summary Statistics. 1972-73 (June 30, 1973) vs. 1973-74 (June 30, 1974).

Pennsylvania Higher Education Assistance Agency, Harrisburg.

Pub Date [74]

Note—25p.

EDRS Price MF-\$0.76 HC-\$1.58 PLUS

POSTAGE

Descriptors—Colleges, Community Colleges, Commuting Students, \*Educational Finance, Family Income, \*Grants, \*Higher Education, High School Graduates, Married Students, \*Tables (Data), \*Tuition Grants, Universities

This document deals with the grants awarded in Pennsylvania during 1973-74. There were 149,247 applicants for grants in Pennsylvania that year, of which 106,474 were awarded grants totaling \$63,639,614. The full-year average award was \$662. (Of those awarded grants, 88.6 percent attended institutions of higher learning in Pennsylvania. The total recipient group was made up of: 28,133 1973 high school graduates; 56,728 renewals (also had awards in 1972-73); 21,613 upperclassmen who needed help to return to school. Thirty-nine percent of the year's basic program award recipients came from families whose parental gross income was less than \$8,000. These low income students received 40.2 percent of the total funds awarded. Seven percent of this year's basic program award recipients came from families whose parental gross income was \$15,000 or above. Married students comprised 9.3 percent and 0.8 percent of the award recipients were divorced, separated, or widowed students; 64.6 percent of the recipients were lower division (freshmen of sophomores) undergraduate students; 30.2 percent of those receiving awards lived at home while attending college; and 24.3 percent of the recipients had at least one brother or sister also enrolled in college. The total number of awards to veterans of the U.S. Armed Forces was 13,543. These veterans received 15.5 percent of the total funds awarded. Tables accompany the text. (Author/KE)

ED 108 553 HE 006 579

College Administrators for Today's Non-Traditional Students: Managers or Leaders?

Pub Date [75]

Note—13p.

EDRS Price MF-\$0.76 HC-\$1.58 PLUS

POSTAGE

Descriptors—\*Administrative Policy, \*Administrator Responsibility, \*Administrator Role, Educational Alternatives, \*Educational Innovation, Educational Needs, Educational Objectives, \*Higher Education, Performance Based Education

Effective functioning of experimental programs will require substantial leadership responsibility from college administrators. Conservatism and "resistance to change" are "signposts" of historical precedence in higher education circles. The traditionalists who yearn for the "status quo" must be psychologically conditioned or weaned; and the unrealistic optimists must be restrained at all costs. Administrative leaders should assist faculty in developing an instructional program that is solidly based. If the administrative style is managerial, the administrator will abstain and rationalize that it is his or her job to manage the curricula data and not admissions. If the administrative style is that of leadership, the job will extend to assessment, evaluation, and plans for future growth. A first step is to admit that there might be alternatives to what is considered tradition. Some alternatives discussed are experimental programs including: (1) Colorado College Plan; (2) Mount Vernon College, Washington, D.C.; (3) Alvernia College, Reading, Pennsylvania; (4) Common College, California; (5) Empire State College, New York. (Author/KE)

ED 108 554 HE 006 580

Bell, T. H.

It's Time to Protect Education Consumers Too.

Pub Date 24 Apr 75

Note—11p.; Speech given at the Annual Meeting of the State Higher Education Executive Officers (Washington, D.C., April 1975)

EDRS Price MF-\$0.76 HC-\$1.58 PLUS

POSTAGE

Descriptors—\*Consumer Economics, Educational Demand, Educational Finance, \*Educational Legislation, Educational Supply, \*Federal Government, \*Higher Education, Post Secondary Education, Speeches, \*State Government

This document deals with protection of education consumers. The best way to deal with the problem of malpractice in educational institutions is through a cooperative effort on the part of the federal, state, and private sectors to create a mechanism for coordinating education consumer affairs. Such a "triangle of assistance" would strengthen the ability to deal with problems without infringing on the autonomy of any of its parts. While broad consumer concerns have given impetus to concern for the education consumer, a number of other factors have played a part. The document discusses these factors, common malpractices of educational institutions, and the steps federal and state agencies are taking to protect educational consumers. (Author/KE)

ED 108 555 HE 006 581

Rules and Standards for Licensing Non-Public Educational Institutions to Confer Degrees.

North Carolina Univ., Chapel Hill.

Pub Date Mar 74

Note—23p.

EDRS Price MF-\$0.76 HC-\$1.58 PLUS

POSTAGE

Descriptors—\*Accreditation (Institutions), \*Degrees (Titles), Facility Requirements, Financial Policy, Governing Boards, \*Higher Education, \*Private Colleges, Program Content, Publicize, Resources, State Licensing Boards, \*State Standards, Student Records, Trustees

Identifiers—\*North Carolina

This document prescribes the rules and minimum standards under which the Board of Governors of the University of North Carolina issues licenses to nonpublic educational institutions to confer degrees in North Carolina. The rules and standards are to a significant degree based on the legislative model proposed by the Education Commission of the States. The new regulations provide definitions of "degree" and related terms. The lack of definitions in the past gave opportunity for the existence of diploma mills and other operations of questionable educational legitimacy.



The Board of Governors also specifies procedures for renewing degree granting licensure as well as obtaining an original license. The renewal procedure provides a mechanism for determining that institutions are maintaining minimum standards of academic and institutional responsibility. Section 1 of this document cites the authorization for establishment of the rules and standards. Section 2 states their purpose. Section 3 consists of the minimum standards themselves. Section 4 provides for accreditation as evidence of compliance with minimum standards. Section 5 and 6 provide for regular licensure and provisional licensure. Section 7 outlines the procedures for implementation. Section 8 provides for enforcement and section 9 defines terms used. Appendices A and B follow the text. (Author/KE)

**ED 108 556** HE 006 582

*Fidler, Paul P. Bucy, Eileen McGlinchy*  
**Current Political Preferences of Entering Freshmen at the University of South Carolina, 1969-1974. Research Notes No. 24-75.**

Pub Date 9 May 75

Note—9p.

**EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE**

**Descriptors**—Changing Attitudes, College Students, Females, \*Freshmen, \*Higher Education, Males, \*Norms, Opinions, Political Affiliation, \*Political Attitudes, \*Student Attitudes  
Annually, during orientation, a questionnaire prepared by the American Council on Education is administered to the entering freshmen class at the University of South Carolina. (This questionnaire also is administered at approximately 75 two-year colleges, 245 four-year colleges, and 44 universities across the U.S.) The data collected on the questionnaire yields summary results on entering freshmen at U.S.C. as well as weighted normative data from the participating universities. This document focuses on the item in the questionnaire termed "current political preference." The document examines the political preferences of U.S.C. entering freshmen over a six-year period between 1969 and 1974 and provides a comparison with national norms. In addition, analyses on the bases of sex and state residency are given. The document concludes by summarizing the trends observed over the six-year period. Findings are that in 1969, U.S.C. entering freshmen were less "left" and more "middle-of-the-road" and "right" in their political preferences than were their national counterparts. However, the extent of differences has diminished between 1969 and 1974, with U.S.C. and the national norms becoming almost identical in 1974. (Author/KE)

**ED 108 557** HE 006 584

*Bowen, William G.*  
**The Effects of Inflation/Recession on Higher Education.**

Pub Date 13 Mar 75

Note—16p.; Address to the Regents Annual Trustee Conference (11th, New York, New York, March 1975)

**EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE**

**Descriptors**—Colleges, \*Cost Indexes, Decision Making, \*Economic Change, \*Educational Finance, Financial Support, \*Higher Education, Income, Universities  
**Identifiers**—Consumer Index, Gross National Product Deflator, \*Halstead Higher Education Price Index

This document discusses the effects of inflation on colleges and universities. It attempts to explain the basic nature of the current financial problem so that more informed policy decisions can be made. The document discusses the effect of inflation on costs and the effects of inflation/recession on revenues. Chart 1 indicated the Halstead Higher Education Price Index has risen at an appreciably faster rate over the last 10 years (about 5.3 percent per year, on the average) than either the Consumer Price Index (about 3.6 percent per year) or the Gross National Product Deflator (about 3.5 percent per year). This pattern is consistent with the long-term tendency for the cost of education to rise more rapidly than prices in general—a phenomenon due principally to the labor-intensive nature of higher education and the greater difficulty in achieving productivity gains in education than in the economy generally. (Author/KE)

**ED 108 558** HE 006 597

*Wittheler, Paula Lichtenstein, Pauline*  
**Reasons Given for Withdrawing from College-September 1972. Report No. 111.**

Hofstra Univ., Hempstead, N.Y. Center for the Study of Higher Education.

Pub Date May 75

Note—17p.

**EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE**

**Descriptors**—\*Educational Environment, Females, Financial Needs, \*Higher Education, Males, \*Social Factors, \*Student Attitudes, \*Withdrawal  
**Identifiers**—\*Hofstra University

At the start of the fall 1972 semester at Hofstra University, 688 students did not register; they represented 15.3 percent of the full-time undergraduate day students in attendance during the spring semester who might have been expected to return in the fall. The purpose of this document is to shed light on the kinds of people who left rather than to try to answer the question of why students withdrew from Hofstra. Questionnaires were mailed in November 1972 to all students who voluntarily withdrew in September of that year. Thirty percent (206) of the questionnaires were returned. The sample differed from all withdrawers in that there was a larger proportion of females, natives, freshmen, and higher GPA's among them than among all withdrawers. Their responses were analyzed to gain some insight into the reasons given by students in good academic standing who leave Hofstra. The reasons given by withdrawers for leaving Hofstra were categorized into five major groups of reasons. Financial, personal, and dissatisfaction with nonacademic aspects of Hofstra were each cited by more than 35 percent of the respondents. Dormitory reasons were cited by more than 50 percent of the respondents who lived in the dorms. Dissatisfaction with academic aspects of the college was cited by 28 percent of the respondents. Respondent withdrawers who had GPA's of 3.00 and higher indicated that conditions of residency and dissatisfaction with nonacademic aspects of Hofstra were of the greatest importance in their decision to leave. (Author/KE)

**ED 108 559** HE 006 601

*University of Scranton: Master Agreement.*  
Scranton Univ., Pa.

Pub Date 2 Apr 75

Note—5p.

**EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE**

**Descriptors**—\*Collective Bargaining, \*Collective Negotiation, \*Faculty, \*Higher Education, Librarians, \*Negotiation Agreements, Salaries  
**Identifiers**—\*University of Scranton

This document is the collective bargaining agreement between the University of Scranton and its faculty effective September 1, 1975 until August 31, 1976. Its provisions include all full-time faculty members associated with the Reading Clinic and Counseling Center, full-time faculty assigned to the Department of Physical Education, full-time faculty members who are department chairmen, librarians, and full-time faculty members given special faculty, nonprofessional employees, guards, and supervisors as defined in the National Labor Relations Act. The agreement covers salary adjustments including base salary increment, productivity adjustment, minimum salary scales and adjustments, and medical benefits. (Author/KE)

**ED 108 560** HE 006 781

*Mortimer, Kenneth P.*  
**A Survey of Experience in Academic Collective Bargaining.**

Pub Date 27 Jun 75

Note—23p.; Paper presented at the Association of College and Research Libraries (San Francisco, June 27, 1975)

**EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE**

**Descriptors**—\*Collective Bargaining, \*Collective Negotiation, \*Governance, \*Higher Education, Leadership Responsibility, Personnel Policy, State Legislation, \*Student Participation, Unions

This document, which is a general survey of recent developments in faculty collective bargaining, reports on: the extent of collective bargaining and its projected growth in the next two or three

years; the patterns of faculty bargaining in the various states; governance; faculty senates; collective bargaining; and student involvement in the collective bargaining process. Some observations are that: faculty collective bargaining is primarily a phenomenon of the public sector of higher education; growth of faculty collective bargaining, to date, has closely paralleled the enactment of state collective bargaining laws; enactment of new enabling laws in states where such action appears imminent is likely to produce a new acceleration of faculty collective bargaining activity in the public sector; state bargaining laws rarely recognize college and university faculty as special categories of public employees; the structure of collective bargaining varies considerably from state to state; failure to exclude traditional governance mechanisms from the scope of bargaining has raised the possibility that faculty senates and other traditional governance mechanisms are illegal; collective bargaining provides a new framework for a redistribution of authority and responsibility in academic governance. In conclusion the document discusses the centralization and homogenization of faculty personnel policies on the part of state governments and legislatures and the unionization of middle management. (Author/KE)

**ED 108 561** HE 006 784

*Shark, Alan*  
**Current Status of College Students in Academic Collective Bargaining. Special Report No. 22.**

Academic Collective Bargaining Information Service, Washington, D.C.

Spons Agency—Carnegie Corp. of New York, N.Y.

Pub Date Jul 75

Note—12p.

**EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE**

**Descriptors**—\*Collective Bargaining, \*Collective Negotiation, Court Litigation, Fringe Benefits, \*Higher Education, Salaries, Strikes, \*Student Rights, \*Student Role, Tuition  
**Identifiers**—\*Student Organizing Project, University of Massachusetts

College students are expanding their role in academic collective bargaining. They represent a fresh source of energy for reform that must be recognized by faculty unions and university administrators who seek higher levels of cooperation and new directions for service. This document reviews student involvement in collective bargaining. Some effects of collective bargaining on students are: (1) fear of the loss of student rights; (2) fear that increases in salaries and fringe benefits negotiated by the faculty unions will at least partly come out of students' pockets in the form of higher tuition and fees; (3) fear of strikes that would interrupt their education. Student impact on collective bargaining is felt through: (1) lobbying for legislation to protect student interests; (2) undertaking legal (court) action; (3) asking to have a student observer (or team) sit in on negotiations; (4) including students on the bargaining team of one or both sides; and (5) trying to be included in negotiations as an independent third party. The author predicts that student involvement in collective bargaining negotiations will increase in the future, especially if present action of this type proves successful. Appendices give a table of contents of a possible contract negotiated by a student government and a list of issues involved in the student role in collective bargaining negotiations. (Author/KE)

**ED 108 562** HE 006 785

*Lichtman, Jane*  
**Bring Your Own Bag. A Report on Free Universities.**

American Association for Higher Education, Washington, D.C.

Spons Agency—Hazen Foundation, New Haven, Conn.

Pub Date 73

Note—138p.

Available from—American Association for Higher Education, 1 Dupont Circle, Suite 740, Washington, D.C. 20036 (\$4.00)

**EDRS Price MF-\$0.76 HC-\$6.97 PLUS POSTAGE**

**Descriptors**—\*Alternative Schools, Curriculum, \*Educational Alternatives, Educational Change, Educational Environment, \*Educational Innovation, Financial Support, \*Higher

Education, \*Open Plan Schools, Statistics, Tables (Data), Universities  
Identifiers—\*Free Universities

This document has four parts. Part 1 defines free universities, describes the origins of the free universities of the 70's, breaks down current free universities into three kinds, and ends with a chapter on teacher-learning processes. Part 2 contains quantitative information - numbers, age, location, enrollments, and funding. Part 3 lists what free universities do and describes the curricula of 67 free universities. Part 4 is a handbook for people who are planning or just beginning to set up a free university in their own area. Some major findings in this document are: (1) free universities developed to meet the needs neglected by more traditional universities; (2) there are three broad kinds of free universities - those that act like community centers to match peoples' common interests and resources, those that start out in acute reaction to surrounding educational and political conditions, and those that gradually work to change the educational environment while also responding to needs for additional community services; (3) free universities take on the characteristics of other universities as they become older; and (4) free universities surveyed can be characterized as having little growth, being locally inspired, and having low visibility learning arrangements in which needs take precedence over requirements. (Author/KE)

ED 108 563 HE 006 802

Henderson, Jay  
Student Lobbying in the 1970's.  
Note—13p.

EDRS Price MF-\$0.76 HC-\$1.58 PLUS  
POSTAGE

Descriptors—Educational Finance, Educational Legislation, Federal Legislation, Financial Needs, \*Higher Education, \*Legislation, Staff Utilization, State Legislation, \*Student Government, \*Student Leadership, \*Student Organizations

Identifiers—National Student Association (NSA), \*National Student Lobby (NSL)

During the late 1960's, many student activists became frustrated with the short-term lobbying efforts in Washington, D.C. Students realized the need for a national student advocacy movement that would work directly on legislative concerns and would truly be a continuing presence in the nation's capital. At the same time, a network of fledgling student organizations was beginning to spring up on state capitals and on campuses around the country. Then in 1971 a group of students from California who felt challenged by the need at the national level formed a coordinating committee for a national student lobbying organization. This document discusses the recent activities of those lobbying groups. Topics covered are: the new tactics of the groups that employ small full-time staffs of professional student representatives instead of the large-scale student demonstrations of the 1960's; the new emphasis on financial issues; the work of the National Student Lobby (NSL), a full-time student lobbying group; the state lobbies in California, Illinois, Colorado, Montana, and New York; and trends for the future. (Author/KE)

## IR

ED 108 564 IR 001 933  
Report of the Commission On Librarianship at Stanford.

Stanford Univ., Calif. Libraries.  
Pub Date Mar 75  
Note—144p.

Available from—Stanford University Libraries, Stanford University, Stanford, California 94305

EDRS Price MF-\$0.76 HC-\$6.97 PLUS  
POSTAGE

Descriptors—Communication (Thought Transfer), Employment Practices, \*Governing Boards, Job Analysis, \*Librarians, Library Instruction, Library Research, Library Role, Library Surveys, Personnel Data, Personnel Evaluation, \*Personnel Policy, Professional Continuing Education, \*Professional Recognition, Questionnaires, Sabbatical Leaves, Salaries, \*University Libraries

Identifiers—\*Stanford University

The Commission on Librarianship at Stanford was created in May, 1972, to examine the role and status of librarians at the university including professional relationships, effective use of librarians, salaries and personnel practices, and the involvement of librarians in the library and university environment. The Commission's study groups conducted their inquiry through literature reviews and through questionnaires distributed at Stanford and at other academic and research libraries in the United States. The prime recommendation of the study was that a Librarian's Assembly be founded consisting of all librarians at the university. The assembly would serve to improve communication between librarians, increase staff involvement in policy formation, and formulate recommendations to the chief library administrative officers on library operations and personnel policies. The study also examined the role and responsibilities of Stanford librarians in terms of collection development, bibliographic control, public service, library instruction, and management. Twenty-two additional recommendations were made concerning salaries, personnel classification schedules, personnel practices, and employment benefits for librarians. (SL)

ED 108 565 IR 002 039

Williams, Sally  
The Peaceable Kingdom.  
Committee on Children's Television, San Francisco, Calif.

Pub Date 14 Jan 75

Note—13p.; Paper presented at a Meeting of the California Association of Broadcasters (San Diego, California, January 14, 1975)

EDRS Price MF-\$0.76 HC-\$1.58 PLUS  
POSTAGE

Descriptors—Broadcast Industry, Child Development, Childhood Attitudes, \*Children, Commercial Television, Early Experience, Educational Television, Emotional Response, Maturation, Programming (Broadcast), Public Television, \*Television Commercials, \*Television Research, \*Television Viewing, Violence

Identifiers—\*Committee on Children's Television, FCC, Federal Communications Commission, Federal Trade Commission, FTC

The relationship of television to the roles of society in caring for and nurturing the needs of the immature child are reviewed by the co-chairperson of the Committee on Children's Television. The roots of society's concern for the young are traced to Hammurabi and television's duality in denying that it influences children to violence, while selling its persuasiveness as an advertising medium, is decried. The recent statement of the Federal Communications Commission on the duties of broadcasters to provide children's programs that educate and inform as well as entertain is discussed, along with policies of the Federal Trade Commission on advertising in children's programming. A 9-point set of guidelines is proposed for broadcasters to help them upgrade children's programming. (SK)

ED 108 566 IR 002 047

Rhee, Eric A., Comp. Pease, William, Ed.  
Index to Revised Chapter 6 of the Anglo-American Cataloging Rules (North American Text).  
San Diego State Univ., Calif. Malcolm A. Love Library.

Pub Date 75  
Note—19p.

EDRS Price MF-\$0.76 HC-\$1.58 PLUS  
POSTAGE

Descriptors—\*Cataloging, \*Guidelines, \*Indexes (Locators), Library Technical Processes  
Identifiers—\*Anglo American Cataloging Rules

As an aid for the descriptive cataloging of monographs, this pamphlet provides guidelines for using Chapter 6 of the Anglo-American Cataloging Rules (AACR), which covers this facet of cataloging practice. A table of contents to Chapter 6 is provided, followed by an alphabetical index of the terms and processes involved in descriptive cataloging with reference to the appropriate AACR rule. (SL)

ED 108 567 IR 002 061

Report on Questions Raised at the 1974 National Conference of Librarians for the Blind and Physically Handicapped.

Library of Congress, Washington, D.C. Div. for the Blind and Physically Handicapped.

Pub Date 75  
Note—37p.

EDRS Price MF-\$0.76 HC-\$1.95 PLUS

## POSTAGE

Descriptors—\*Blind, Braille, Conference Reports, Equipment Utilization, Librarians, Library Associations, \*Library Equipment, Library Networks, \*Library Services, Phonotape Recordings, \*Physically Handicapped, \*Sensory Aids, Tape Recordings, Workshops

The 1974 National Conference for Librarians for the Blind and Physically Handicapped was held May 13-16 in Washington, D.C. This report summarizes and answers the questions raised there on such topics as: (1) regulations on the use of materials; (2) copyright, free mailing privileges, and general postal regulations; (3) procurement, distribution, and technical aspects of machinery; and (4) communications within the Division for the Blind and Physically Handicapped of the Library of Congress. Also included are summaries of the conference workshops on volunteer recordings, responsibilities and expectations within the framework and the division, cassette duplication, and braille producers. (SL)

ED 108 568 IR 002 062

Sparks, Rita  
University Library Participation in the Neighborhood Youth Corps Program.

Oakland Univ., Rochester, Mich. Kresge Library.  
Pub Date 74

Note—12p.

EDRS Price MF-\$0.76 HC-\$1.58 PLUS

## POSTAGE

Descriptors—\*Disadvantaged Youth, Failure Factors, Job Analysis, Job Training, \*Libraries, Library Role, On the Job Training, Program Evaluation, Program Planning, Success Factors, \*University Libraries, Youth Agencies, \*Youth Employment, \*Youth Programs  
Identifiers—\*Neighborhood Youth Corps, NYC

The Oakland University Kresge Library in Rochester, Michigan placed 10 Neighborhood Youth Corps (NYC) enrollees in their library following assurances that they would be tested prior to placement and assigned to areas of their occupational choice. The project required 32 hours of work per week for 9 weeks at \$2.00 per hour, paid by the NYC Program. The NYC Program was also to provide the enrollees with counseling and instructional sessions related to their work experiences. It was found that heeding the NYC "Success Model" criteria, analyzing jobs prior to the start of the Program, taking into account the gregariousness of the youth, providing continuous training, and encouraging positive attitudes on the part of supervisors are essential to a successful NYC Program. Four people were terminated during the program; 6 did a commendable job and received good recommendations from their supervisors. Almost all of the library supervisors expressed concern with the structure and lack of cooperation on the part of the NYC supervisory staff. The Program was expensive in terms of training and supervision, but it was concluded that, overall, the Program was mutually beneficial, and would be participated in again. (KKC)

ED 108 569 IR 002 063

Hektoen, Faith H., Ed.  
Creative Programming for Children: An Idea Scrapbook.

Connecticut State Library, Hartford. Div. of Library Development.

Pub Date Apr 70

Note—117p.

EDRS Price MF-\$0.76 HC-\$5.70 PLUS

## POSTAGE

Descriptors—Activities, Art Activities, \*Children, Childrens Games, Community Resources, \*Creative Activities, Creative Dramatics, Handicrafts, \*Library Programs, Museums, Music Activities, Parent Participation, \*Public Libraries, Science Activities, Story Telling, \*Summer Programs

Librarians from all over the country contributed to the compilation of a scrapbook containing a wide variety of ideas which could be integrated into a library program for children. The emphasis is on activities which stress participation by the children; diversity of kinds of programs; use of skilled community resource people; possibilities for the co-sponsoring of activities for children both within and without the library walls, and for working with other community agencies concerned with children; and new kinds of activities, materials, and approaches. Traditional activi-

ties such as storytelling, mass summer reading programs, and pre-school storytelling are not emphasized. Ideas for presenting each activity are listed, as is a list of art, audiovisual, and book materials which will be needed. Basic considerations for planning a library program and pitfalls to avoid are noted. (KKC)

**ED 108 570** IR 002 065  
Trends in Public Attitudes Toward Television and Other Mass Media, 1959-1974.

Roper Organization, Inc., New York, N.Y.  
Spons Agency—Television Information Office, New York, N.Y.  
Pub Date Apr 75  
Note—32p.

**EDRS Price MF-\$0.76 HC-\$1.95 PLUS POSTAGE**

Descriptors—Broadcast Industry, \*Changing Attitudes, \*Commercial Television, Elections, \*Information Sources, Mass Media, \*Media Research, Political Attitudes, Political Issues, Press Opinion, \*Programming (Broadcast), \*Public Opinion, Scheduling, Telecommunication, Television Surveys, Television Viewing, Viewing Time, Voting  
Identifiers—\*Roper Organization, Television Information Office

The relative credibility of media is measured and compared over a 16-year period by the Roper Organization for the Television Information Office. Sources of information and trends in viewing habits and hours of viewing are described; the relative desirability of media as viewed by various population groups is reported. Changes in opinion as to objectivity of election coverage is cited for Presidential, Congressional and local campaigns. Attitudes towards programming, commercials, children's fare and pay television also are described. An appendix explains how the survey was conducted. (SK)

**ED 108 571** IR 002 066

Lowry, Charles B.  
The ACRL Standards and Library Governance, a Comparison of the Personnel Systems of Five Major Academic Libraries.

North Carolina Univ., Chapel Hill. School of Library Science.  
Pub Date Oct 74

Note—86p.; Master's Thesis, North Carolina University

**EDRS Price MF-\$0.76 HC-\$4.43 PLUS POSTAGE**

Descriptors—Faculty Organizations, \*Governance, Higher Education, \*Librarians, Library Standards, Library Surveys, Literature Reviews, Organizational Change, \*Personnel Policy, \*Professional Recognition, Tenure, \*University Libraries  
Identifiers—\*Faculty Status, Participative Management

Throughout the past decade, there have been increasing demands by American academic librarians for full faculty status, participation in management, and unionization. To determine if these demands have caused changes, a survey was made of the personnel organization schemes at the libraries of five major universities—Texas A&M, Harvard, Minnesota, Oklahoma, and the University of California at Los Angeles—noting how these schemes reflect the Association of College and Research Libraries' standards for faculty status. The question of faculty status for librarians was examined in terms of faculty organizations; librarians' role in governance; and appointment, promotion, and tenure practices. Other aspects of personnel policy; fringe benefits; termination and grievance procedures; compensation, leaves, research funds, and academic freedom; were also examined. It was concluded that, at present, the drive for faculty status is the most favored scheme for the rationalization and improvement of academic library personnel systems; however, personnel practices and participative management schemes are still in a state of flux, and many new directions are possible. (SL)

**ED 108 572** 88 IR 002 067

Connecticut E.S.E.A. Title III Catalog.  
Area Cooperative Educational Services, New Haven, Conn. Educational Resources Center.  
Spons Agency—Connecticut State Dept. of Education, Hartford; Office of Education (DHEW), Washington, D.C.

Pub Date 75  
Note—290p.

**EDRS Price MF-\$0.76 HC-\$14.59 PLUS POSTAGE**

Descriptors—Catalogs, Educational Assessment, Educational Finance, \*Educational Innovation, \*Educational Legislation, \*Educational Research, Elementary Education, Evaluation Methods, Experimental Programs, \*Federal Aid, Federal Programs, Financial Support, Information Dissemination, \*Program Descriptions, Secondary Education, Statewide Planning  
Identifiers—Connecticut, \*Elementary Secondary Education Act Title III, ESEA Title III

Title III projects conducted by local education agencies in Connecticut are listed alphabetically by agency and described. Each entry gives project title, amount and term of funding, target population, major objectives, evaluation design, findings to date, and dissemination plan. The agency name and address and the project director for each of the 91 entries is also given. A subject index to the projects is attached. (SK)

**ED 108 573** IR 002 068

Wax, David W.

Status Report on UH/ALOHA Participation in the ATS-1 Computer Communications Experiment. Hawaii Univ., Honolulu. ALOHA System.  
Report No.—ALOHA-ASS-N-56  
Pub Date Feb 74

Note—38p.

**EDRS Price MF-\$0.76 HC-\$1.95 PLUS POSTAGE**

Descriptors—\*Communication Satellites, Computer Programs, Demonstration Projects, \*Electronic Data Processing, \*Experimental Programs, Facility Planning, Facility Utilization Research, Feasibility Studies, International Programs, \*Radio Technology, Telecommunication  
Identifiers—ALOHA System, \*Ames Research Center, ARPA Network, ATS 1, University of Hawaii

Current developments in an experiment on Computer Communications via the ATS-1 geosynchronous satellite are described. Initiated by the Spacecraft Data Systems Branch of the Ames Research Center, NASA, this experiment is designed to demonstrate the feasibility of utilizing satellite communication links to provide computer-computer and terminal-computer communications between remotely located areas. In order that the experiment be conducted under realistic conditions, computing facilities at the University of Hawaii and the University of Alaska are connected to the Advanced Research Projects Agency computer net via an ATS-1 VHF link to the NASA-Ames Research Center. A detailed description of the experiment is provided in the ATS-1 Computer Communications Experiment Plan, attached as Appendix A. (SK)

**ED 108 574** IR 002 069  
ALOHA System Technical Reports 16, 19, 24, 28, and 30, 1974.

Hawaii Univ., Honolulu. ALOHA System.

Pub Date 74

Note—16. Best copy available

**EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE**

Descriptors—\*Communication Satellites, Computer Oriented Programs, \*Computers, Electronic Data Processing, Information Systems, \*International Programs, \*Media Research, Radio Technology, \*Telecommunication  
Identifiers—\*ALOHA System, Hawaii, Indonesia, Japan, Korea, New Zealand, Taiwan

A series of technical reports based on the Aloha System for educational computer programs provide a background on how various countries in the Pacific region developed computer capabilities and describe their current operations, as well as prospects for future expansion. Included are studies on the Japan-Hawaii TELEX and Satellite; computers at Institut Teknologi Bandung; and experimental radio-linked computer communication system in Taiwan; the Pacific computer network in Korea; and educational computing in New Zealand. References and sources of information are provided in each report. (SK)

**ED 108 575** IR 002 071

Huskey, Harry D.

Computer Needs and Computer Problems in Developing Countries.

Hawaii Univ., Honolulu. ALOHA System.

Report No.—ALOHA-CN-74-20

Pub Date Dec 73

Note—28p.

**EDRS Price MF-\$0.76 HC-\$1.95 PLUS POSTAGE**

Descriptors—Case Studies, Computer Programs, \*Computers, Computer Science, \*Developing Nations, \*Educational Needs, \*Educational Planning, Educational Technology, Information Processing, \*International Programs, Media Specialists, Post Secondary Education, Technical Education

A survey of the computer environment in a developing country is provided. Levels of development are considered and the educational requirements of countries at various levels are discussed. Computer activities in India, Burma, Pakistan, Brazil and a United Nations sponsored educational center in Hungary are all described. (SK/Author)

**ED 108 576** IR 002 072

Ahn, Moon-Suk

Telecommunications and Data Communication in Korea.

Hawaii Univ., Honolulu. ALOHA System.

Spons Agency—National Science Foundation, Washington, D.C.

Report No.—ALOHA-CN-74-31

Pub Date Aug 74

Note—23p.

**EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE**

Descriptors—Administrative Organization, \*Communications, Computers, Costs, \*Developing Nations, \*Facility Inventory, Foreign Countries, \*Information Networks, Management, Technological Advancement, Telecommunication, Telephone Communications Industry, Utilities

Identifiers—ALOHA System, \*Korea

All facilities of the Ministry of Communications of Korea, which monopolizes telecommunications services in the country, are listed and described. Both domestic facilities, including long-distance telephone and telegraph circuits, and international connections are included. Computer facilities are also listed. The nation's regulatory policies are described, along with the managerial objectives, organizational characteristics and pricing policy of the Ministry. An appendix shows the Ministerial organization in chart form. (SK)

**ED 108 577** IR 002 073

Ahn, Moon-Suk

A Study on the Korean Educational Computer Network.

Hawaii Univ., Honolulu. ALOHA System.

Spons Agency—National Science Foundation, Washington, D.C.

Report No.—ALOHA-CN-74-32

Pub Date Aug 74

Note—27p.

**EDRS Price MF-\$0.76 HC-\$1.95 PLUS POSTAGE**

Descriptors—\*Communication Satellites, Computer Oriented Programs, Cost Effectiveness, Developing Nations, \*Educational Technology, Electronic Data Processing, Facility Improvement, \*Facility Planning, Facility Requirements, \*International Programs, Radio Technology, Telecommunication

Identifiers—ALOHA System, Data Transmission, Hawaii, \*Korea, University of Hawaii

Future development and operations of the Korean Educational Computer Network are discussed and possible network layout and cost implications are studied. The Aloha System radio communication, telephone lines and satellite systems are considered as possible alternatives to the present network. The availability of telecommunication facilities and technologies of data transmission in Korea are briefly discussed. It is concluded that the lowest-cost layout is the Aloha radio communication system. (SK)

**ED 108 578** IR 002 074

Mai, Karen Ah

Pacific Educational Computer Network Study: Results of the Second Planning and Review Meeting, January 9, 1974.

Hawaii Univ., Honolulu. ALOHA System.

Spons Agency—National Science Foundation, Washington, D.C.

Report No.—ALOHA-CN-74-33

Pub Date 31 May 74

Note—29p.

**EDRS Price MF-\$0.76 HC-\$1.95 PLUS POSTAGE**



Descriptors—\*Communication Satellites, Computer Oriented Programs, \*Computers, Computer Science Education, Conference Reports, Educational Experiments, Educational Facilities, \*Educational Planning, \*Electronic Data Processing, Information Dissemination, Information Processing, Information Systems, \*International Programs

Identifiers—ALPHA System, \*Pacific Educational Computer Network

A special subconference on Computer Networks featured a number of status reports from institutions represented at the planning meeting. Among the topics discussed were: the possibility of connecting the ARPA network to Pacific network nodes, the use of satellites for international data transmission, the implications of the broadcast mode of transmission, and the distinction between "experimental" and "operational" status. An interim organization for the distribution of information and reports relating to the Pacific experiment was also established. (SK)

**ED 108 579** IR 002 075  
Pacific Educational Computer Network Study. Final Report.

Hawaii Univ., Honolulu. ALOHA System. Spons Agency—National Science Foundation, Washington, D.C.  
Report No.—ALPHA-CN-75-1  
Pub Date 31 Mar 75

Note—27p.; For a related document see ED 095 862

**EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE**

Descriptors—Communication Satellites, Computer Oriented Programs, \*Computers, Data Processing, Educational Research, \*Feasibility Studies, \*Higher Education, \*International Programs, \*Radio Technology, Telecommunication Identifiers—Alaska, ALPHA System, Data Transmission, Hawaii, Japan, Korea, New Zealand, \*Pacific Educational Computer Network, Packet Switched Networks

The Pacific Educational Computer Network Feasibility Study examined technical and non-technical aspects of the formation of an international Pacific Area computer network for higher education. The technical study covered the assessment of the feasibility of a packet-switched satellite and radio ground distribution network for data transmission between computers and terminals in widely dispersed areas. The theory that a satellite operating on a broadcast mode could reasonably service a variety of institutions in the Pacific led to experimental data transmission and exchanges of working papers on hardware development and protocols between universities in Hawaii, Alaska, Japan, New Zealand and Korea. Non-technical efforts were concentrated in determining the level of interest in undertaking network development, the kinds of equipment existing in Pacific Rim institutions, possible uses of the computer network, and an investigation into the organizational, political, and financial aspects of the formation of such a network. (Author)

**ED 108 580** 95 IR 002 077

Lourea, Lee Oliver, Ed.

CVRP Patch Panel: The Newsletter of the California Video Resource Project.

San Francisco Public Library, Calif. Video Task Force.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date Apr 75

Note—21p.; Best copy available

Available from—CVRP Patch Panel, San Francisco Public Library, Civic Center, San Francisco, California 94102(\$5.00 students, \$10.00 individuals, \$20.00 institutions for annual subscription)

Journal Cit—CVRP Patch Panel: n3 Mar/Apr75  
**EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE**

Descriptors—\*Children, Childrens Games, \*Educational Television, Literature Reviews, Mass Media, Media Specialists, \*Media Technology, Newsletters, Production Techniques, \*Programming (Broadcast), Public Libraries, Special Effects, Television Lights, Video Cassette Systems, Video Equipment, Video Tape Recordings

Identifiers—\*California Video Resource Project, Childrens Television Fair, Committee for Childrens Television, CVRP

The bimonthly newsletter of the California Video Resource Project reports on the Children's Television Fair sponsored by the Committee for Children's Television and other groups, and on other activities. A demonstration of light used as a television art form is also described, and employees of the CVRP are profiled. The facilities and hardware of the project are detailed; readers' questions about hardware use are answered. Short reviews cover both print and videotapes. (SK)

**ED 108 581** IR 002 078

Bowron, Albert

Library Service in the Georgian Bay Region. Volume 1, The Owen Sound Public Library.

Information, Media and Library Planners, Toronto (Ontario).

Pub Date 71

Note—27p.; For related documents see IR 002 079-081

Available from—Albert Bowron/Information, Media and Library Planners, 164 Macpherson Avenue, Toronto, Ontario, Canada M5R 1W8 (\$2.00)

**EDRS Price MF-\$0.76 PLUS POSTAGE. HC Not Available from EDRS.**

Descriptors—Community Characteristics, Comparative Analysis, \*Facility Expansion, Historical Reviews, Library Collections, Library Facilities, \*Library Planning, \*Library Services, Library Technical Processes, Population Trends, \*Public Libraries, Statistical Data, \*Trend Analysis

Identifiers—Canada, Georgian Bay Region, Ontario, Owen Sound Public Library

The Owen Sound Public Library was studied as part of a larger commission authorized by the Georgian Bay Regional Library Board. Analysis was restricted to local policies and procedures with recommendations designed to improve those services which are under the full control of the Owen Sound library board and staff. Aspects of library services provided on a cooperative basis: interlibrary loan, 16mm films, and reference resources were not included. Topics considered included: the library's community and its future trends; library service in the past and for the future; the library building and its planned expansion; comparison of present services to those of similar libraries; Owen Sound's collections and operations; and services to special groups such as students, other institutions, and non-residents. Recommendations were made with a view toward the impact which the library's building expansion program could have on future operations. (Author/SL)

**ED 108 582** IR 002 079

Bowron, Albert

Library Service in the Georgian Bay Region. Volume 2, The Barrie Public Library.

Information, Media and Library Planners, Toronto (Ontario).

Pub Date 71

Note—24p.; For related documents see IR 002 078-081

Available from—Albert Bowron/Information, Media and Library Planners, 164 Macpherson Avenue, Toronto, Ontario, Canada M5R 1W8 (\$2.00)

**EDRS Price MF-\$0.76 PLUS POSTAGE. HC Not Available from EDRS.**

Descriptors—Community Characteristics, Comparative Analysis, Facility Expansion, Library Collections, Library Facilities, \*Library Planning, \*Library Services, Library Technical Processes, Population Trends, \*Public Libraries, Statistical Data, \*Trend Analysis

Identifiers—\*Barrie Public Library, Georgian Bay Region, Ontario Canada

The Barrie Public Library was studied as part of a larger commission authorized by the Georgian Bay Regional Library Board. Analysis was restricted to local policies and procedures which were under the full control of the Barrie Public Library board and staff. Aspects of library services provided on a cooperative basis—interlibrary loan, 16mm films, and reference resources—were not included. Topics considered included: the library's present and future community; a comparison of Barrie's services with those of similar libraries; Barrie's collections, building, technical processes, staff, and operations; the service provided to special groups such as students, other institutions, and non-residents. Recommendations were made for each topic with the purpose of improving present operations and providing planning considerations for a future building expansion program. (Author/SL)

proving present operations and providing planning considerations for a future building expansion program. (Author/SL)

**ED 108 583** IR 002 080

Bowron, Albert

Library Service in the Georgian Bay Region. Volume 3, The Orillia Public Library.

Information, Media and Library Planners, Toronto (Ontario).

Pub Date 71

Note—27p.; For related documents see IR 002 078-081

Available from—Albert Bowron/Information, Media and Library Planners, 164 Macpherson Avenue, Toronto, Ontario, Canada M5R 1W8 (\$2.00)

**EDRS Price MF-\$0.76 PLUS POSTAGE. HC Not Available from EDRS.**

Descriptors—Audiovisual Aids, Bookmobiles, Community Characteristics, Feasibility Studies, Financial Support, Governing Boards, History, Library Collections, Library Expenditures, \*Library Facilities, \*Library Planning, \*Library Services, Library Technical Processes, Periodicals, \*Public Libraries, Statistical Data

Identifiers—Canada, Georgian Bay Region, Ontario, Orillia Public Library

In 1971 a study was made of the Orillia (Ontario, Canada) public library as part of a larger study of library service in the Georgian Bay Region. After a look at the history and composition of the community in general, the planners considered the history and present situation of the library building, the print and non-print collections, hours and staff, research periodicals and copying facilities, services to students and to local institutions, technical services, circulation procedures, services and charges to non-residents, and functions of the library board. In addition, the planners made a special feasibility study of bookmobile service. Recommendations were made concerning expansion of buildings and collections, especially non-print collections; additional funding and charges; enlarging the reference collections; increasing hours and staff; copying facilities; coordination of technical services with other libraries; circulation control and routines; and library board policies and documents. Tables are provided for (1) a comparison of Orillia's library services with those of other libraries, and (2) books, circulation, and expenditures 1965-70. (LS)

**ED 108 584** IR 002 081

Bowron, Albert

Library Service in the Georgian Bay Region. Volume 4, Regional Services and Administration.

Information, Media and Library Planners, Toronto (Ontario).

Pub Date 71

Note—55p.; For related documents see IR 002 078-080

Available from—Albert Bowron/Information, Media and Library Planners, 164 Macpherson Avenue, Toronto, Ontario, Canada M5R 1W8 (\$3.50)

**EDRS Price MF-\$0.76 PLUS POSTAGE. HC Not Available from EDRS.**

Descriptors—Cataloging, County Libraries, Film Libraries, Financial Support, Interlibrary Loans, Library Cooperation, \*Library Planning, Library Reference Services, Library Standards, \*Public Libraries, Reference Materials, \*Regional Libraries, Statistical Data

Identifiers—Canada, Georgian Bay Region, Ontario

In 1971 a study was made of library services in the Georgian Bay Region, which includes Bruce, Grey, Dufferin, and Simcoe counties in Ontario, Canada. The region covered a complex variety of library jurisdictions, from county libraries to numerous city, town, village, township, and Indian libraries. The study encompassed current status and recommendations for the future in the areas of regional reference services, shared resources and interlibrary loan, film service, communication methods, funding, centralized cataloging, regional headquarters, the regional librarians' committee, disposition of existing small libraries, quantitative standards, and the role of the existing county libraries. There are several tables with information on reference materials and services, the regional film service, and statistical data for small libraries. (LS)

## ED 108 585

IR 002 086

Bowron, Albert

**Book Processing Alternatives for the Libraries of the South Central Region of Ontario.**

Pub Date Dec 74

Note—55p.

Available from—Albert Bowron/Information, Media and Library Planners, 164 Macpherson Avenue, Toronto, Ontario, Canada M5R 1W8 (\$4.00)

**EDRS Price MF-\$0.76 PLUS POSTAGE. HC Not Available from EDRS.**

Descriptors—Cataloging, \*Centralization, Costs, Library Acquisition, Library Cooperation, \*Library Planning, Library Standards, \*Library Technical Processes, Public Libraries, \*Regional Libraries, Statistical Data  
Identifiers—Canada, Ontario, South Central Regional Library

In 1974 a study was made of alternatives for centralized book processing for the South Central Regional Library (SCRL) of Ontario, Canada. The planners first examined the general benefits of centralized processing as to staff, time, space, standardization cost, coordination, and utilization of new technology, and then examined these benefits specifically in relation to the SCRL. After a study of three possible centers, the planners recommended the Niagara Regional Library System as the central processor for SCRL, and made further recommendations as to budgets and costs as well as for further cooperation with other libraries and regional centers. An appendix contains standards for cataloging, classification, and filing. (LS)

## ED 108 586

IR 002 089

Bowron, Albert

**The Branch Services of the Ottawa Public Library and Their Development.**

Information, Media and Library Planners, Toronto (Ontario).

Pub Date Oct 73

Note—100p.

Available from—Albert Bowron/Information, Media and Library Planners, 164 Macpherson Avenue, Toronto, Ontario, Canada M5R 1W8 (\$5.50)

**EDRS Price MF-\$0.76 PLUS POSTAGE. HC Not Available from EDRS.**

Descriptors—Audiovisual Aids, Bilingualism, Bookmobiles, \*Branch Libraries, Community Characteristics, Futures (of Society), Library Cooperation, \*Library Facilities, \*Library Planning, Library Role, Library Services, \*Library Surveys, Population Trends, \*Public Libraries, Statistical Data

Identifiers—Canada, \*Ottawa Public Library

An assessment is presented of the Ottawa Public Library Branch Services' success in meeting both the information and educational needs of a highly intellectual community. An outline is presented for appraisal of present services, indicating improvements and recommending directions for future growth. After an examination and evaluation of the present system, additional building sites are suggested to serve the growing community. Five significant sociological challenges to public library systems are examined: (1) the knowledge explosion, (2) technological expansion, (3) social modification, (4) minority needs, and (5) social mobility. Part II examines the history of the Ottawa Public Library and includes a review of individual branches with suggestions for improvement. Extension of patron service and cooperation with school libraries is suggested along with mobile library service to provide bilingual (French) materials, including audiovisual aids, to the bicultural community. Part III covers a plan for branch development. Maps, statistical tables and graphs are included. (DS)

## ED 108 587

IR 002 093

Bowron, Albert

**Regional Public Library Service in Northeastern Ontario.**

Information, Media and Library Planners, Toronto (Ontario).

Pub Date May 74

Note—74p.

Available from—Albert Bowron/Information, Media and Library Planners, 164 Macpherson Avenue, Toronto, Ontario, Canada M5R 1W8 (\$4.00)

**EDRS Price MF-\$0.76 PLUS POSTAGE. HC Not Available from EDRS.**

Descriptors—Audiovisual Aids, Bilingualism, Bookmobiles, Community Characteristics, Library Collections, \*Library Cooperation, Library Role, \*Library Services, Library Standards, \*Library Surveys, Outreach Programs, Population Trends, \*Public Libraries, \*Regional Libraries, Statistical Data

Identifiers—Books by Mail Program, Canada, Course Book Program, Northeastern Regional Library System, Ontario

A review was conducted of the public library service in northeastern Ontario leading toward the revised policies and expanded regional service programs. Sociological and environmental problems of the area were analyzed and solutions were suggested. Easy access to all library resources would encourage cooperative and efficient public use. A concentration of French-language patrons should determine the selection of materials and staff. Bilingual and bicultural guidelines were devised for print and non-print materials to be made available for schools, private homes, and the elderly through the bookmobile. Extensive sections cover current and future audiovisual services and a suggested audiovisual budget. Statistical tables and a map of transportation facilities are included. (DS)

## ED 108 588

IR 002 094

Bowron, Albert

**Public Library Service East and West of Highway 427, Etobicoke, Ontario.**

Information, Media and Library Planners, Toronto (Ontario).

Pub Date Nov 73

Note—43p.

Available from—Albert Bowron/Information, Media and Library Planners, 164 Macpherson Avenue, Toronto, Ontario, Canada M5R 1W8 (\$4.00)

**EDRS Price MF-\$0.76 PLUS POSTAGE. HC Not Available from EDRS.**

Descriptors—Bookmobiles, Branch Libraries, Community Characteristics, Community Information Services, \*Library Planning, \*Library Role, \*Library Services, Library Surveys, Population Trends, \*Public Libraries, Statistical Data

Identifiers—Canada, Etobicoke, Ontario

The community characteristics and the present library services of the borough of Etobicoke, Ontario, were studied in order to make recommendations for improved service. It was concluded that the major changes to be expected in the area were an increasing population and increasing numbers of ethnic minority residents. It was recommended that a new branch library be built and that the bookmobile route be reorganized to increase coverage of the borough. Special services of the new branch would include a community information service and a special collection in the areas of municipal government, urban development, administration, and urban engineering. (PF)

## ED 108 589

IR 002 097

Bowron, Albert

**Public Library Service in Whitby. Part I, The Community. The Present Service and the Future. Part 2, A Building Programme.**

Information, Media and Library Planners, Toronto (Ontario).

Pub Date Sep 69

Note—62p.; Not available in hard copy form

**EDRS Price MF-\$0.76 HC-\$3.32 PLUS POSTAGE**

Descriptors—Building Design, \*Building Plans, Community Characteristics, English (Second Language), Libraries, \*Library Collections, Library Equipment, \*Library Facilities, Library Material Selection, \*Library Planning, Library Services, Library Standards, Library Surveys, Local Issues, Non English Speaking, \*Public Libraries, Resource Centers, Space Utilization  
Identifiers—Canada, Ontario, \*Whitby Public Library

A survey of the present service and future needs of the Whitby Public Library in Ontario, Canada was undertaken, and a new library building was planned. Part I describes the historical background of Whitby, the role of the present library in local history, the growth of the Town of Whitby from a population of 2,300 to 20,000, and the philosophy on which the proposed new library should be based—which includes maintaining close contact with the Central Ontario Regional Library, service to industry and students,

and service to the local Ladies College and the Whitby Psychiatric Hospital. Because of the sizable number of foreign born residents, an emphasis on books and materials on English as a second language is proposed. Whitby's present bookstock and circulation compares unfavorably with the minimum standards accepted by Canadian libraries. Part II describes in some detail the function, size, staff, general layout, space relationships and utilization, proposed categories and collection size, and the furniture and equipment for the proposed new library. (KKC)

## ED 108 590

IR 002 101

Norris, Douglas

**Information Services at the University of Calgary.**

Calgary Univ. (Alberta).

Pub Date 9 May 75

Note—13p.; Paper presented at the Canadian Conference on Information Science (3rd, Quebec City, Quebec, May 7 through 9, 1975)

**EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE**

Descriptors—Administrative Organization, Audiovisual Aids, \*Audiovisual Centers, Computers, Coordination, Facility Improvement, Facility Planning, Higher Education, \*Information Services, Instructional Materials Centers, Library Services, \*Organizational Change, \*University Libraries

Identifiers—Canada, Computation Centers, \*University of Calgary

The University of Calgary was the first university in Canada to combine its library, computer center, and audiovisual services into one unit. For a period of three years the Division of Information Services administered and coordinated library services, computer services, and communications media. The organizational structure, objectives, and the operation of the Division are described. The reasons for the creation and dissolution of the Division give some guidance to institutions considering similar integration of information resources and services. (SK)

## ED 108 591

IR 002 102

Covey, H. Dominic And Others

**Remote Psychiatric and Psychological Services via the Communications Technology Satellite (CTS).**

University of Western Ontario, London, Dept. of Psychiatry.

Pub Date 9 May 75

Note—9p.; Paper presented at the Canadian Conference on Information Science (3rd, Quebec City, Quebec, Canada, May 7-9, 1975)

**EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE**

Descriptors—\*Communication Satellites, Delivery Systems, Educational Television, Experimental Programs, Health Occupations Education, Mental Health Programs, \*Psychiatric Services, \*Psychological Testing, \*Rural Areas, \*Telecommunication

Identifiers—Canada, Moose Factory, Ontario

To provide remote psychiatric services to a population in Moose Factory, Ontario, via satellite, digital data links will be used to provide 24-hour access to the psychiatric medical file system and the psychiatric patient register at University Hospital, London, Ontario, and to permit scoring and interpretation of standard psychological tests. The experiments also will provide emergency and routine psychiatric consultation, supervision of procedures, and back-up expertise. Medical and para-medical staff will be educated through a TV-audio interactive link. The TV transmission method and the digital data link are explained, and the operational procedure are described. Methods to be used for implementing the Automated Psychological Test Battery also are described. (SK)

## ED 108 592

IR 002 103

Perry, Robert Szondy, Peter

**Considerations in Developing Film Objectives.**

Southwest Regional Laboratory for Educational Research and Development, Los Alamitos, Calif.

Report No—SWRL-TM-4-72-01

Pub Date 29 Sep 72

Note—14p.

**EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE**

Descriptors—Audiovisual Aids, \*Educational Objectives, \*Films, Guidelines, Instructional Films, \*Instructional Media, Mass Media, Video Tape Recordings

Identifiers—\*Film Objectives

Technical capabilities of film as a medium of instruction are compared with videotape and television, and conceptualization of media is presented with particular concern for film. Various potentials of film in education are enumerated; ways to improve retention of information are discussed, and the impact of a developing film technology upon education is considered. (SK)

ED 108 593 IR 002 104

Dave, Ashok

**Identification and Description of Alternative Means of Accomplishing IMS Operational Features.**

Southwest Regional Laboratory for Educational Research and Development, Los Alamitos, Calif.

Report No.—SWRL-TM-72-02

Pub Date 25 Jan 72

Note—23p.

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—Computer Assisted Instruction, \*Computer Science, \*Data Collection, Educational Development, Educational Research, \*Electronic Data Processing, Information Dissemination, \*Information Retrieval, Information Storage, Input Output Devices, \*Instructional Systems, Management Systems, On Line Systems, Student Records, Technological Advancement

Identifiers—IMS, \*Instructional Management System, Teletypewriters

The operational features of feasible alternative configurations for a computer-based instructional management system are identified. Potential alternative means and components of accomplishing these features are briefly described. Included are aspects of data collection, data input, data transmission, data reception, scanning and processing, information/results/materials transmission and information/results/materials output. A chart depicts the closed-loop operation. (SK)

ED 108 594 IR 002 105

Basel, Ronald

**Diagnosis-Prescription in the Context of Instructional Management.**

Southwest Regional Laboratory for Educational Research and Development, Los Alamitos, Calif.

Report No.—SWRL-TM-5-72-03

Pub Date 9 Feb 72

Note—18p.

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—Decision Making, \*Definitions, \*Educational Diagnosis, Educational Research, Educational Therapy, \*Evaluation, \*Instructional Design, Problem Solving, \*Program Planning, Testing, Vocabulary

Identifiers—\*Prescription (Education)

The usage of the terms "diagnosis" and "prescription" in the fields of medicine and electronic troubleshooting is reviewed, and a common structure for diagnosis-prescription is proposed. The diagnosis-prescription decision sequence is outlined. Prescription-without-diagnosis and diagnosis-without-prescription in education is discussed. The implications of the diagnosis-prescription structure for instructional management and instructional program development are explored. A bibliography is appended. (SK)

ED 108 595 IR 002 106

Dave, Ashok

**Criteria Underlying the Formation of Alternative IMS Configurations.**

Southwest Regional Laboratory for Educational Research and Development, Los Alamitos, Calif.

Report No.—SWRL-TM-5-72-04

Pub Date 25 Feb 72

Note—9p.

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—\*Automation, Computer Oriented Programs, \*Cost Effectiveness, \*Educational Assessment, Educational Research, Electronic Data Processing, Evaluation, Information Retrieval, \*Information Systems, Input Output, Instructional Design, \*Instructional Systems, Learning Processes, Systems Concepts

Identifiers—IMS, Instructional Management System

To assist the formation of IMS (Instructional Management System) configurations, three categories of characteristics are developed and explained. Categories 1 and 2 emphasize automation, and the necessity of forming workable configurations to carry out instructional management for Southwest Regional Laboratory developed instructional and/or learning mastery systems. Category 3 delineates IMS school structural, test structural, and report structural characteristics. A wide range of criteria, in whose context the interaction of these characteristics is to be assessed, are also described, including cost-benefit, physical realizability and availability, reliability, maintenance, flexibility, and security. (SK)

ED 108 596 IR 002 107

McManus, John F.

**The Scope of IMS Version 3.**

Southwest Regional Laboratory for Educational Research and Development, Los Alamitos, Calif.

Report No.—SWRL-TM-5-72-05

Pub Date 13 Apr 72

Note—16p.

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—Computer Programs, Design Needs, Educational Programs, \*Educational Research, \*Educational Technology, Evaluation, Experimental Programs, Instructional Design, Instructional Media, Instructional Systems, Material Development, \*Program Development, Program Planning, Regional Planning, Research Tools, Systems Approach, Technological Advancement

Identifiers—IMS Version 3, \*Instructional Management System

The Southwest Regional Laboratory Instructional Management System (IMS) Version 3, currently installed in four school districts, is described and its current status studied. Preliminary decisions and earlier evaluative tryouts are discussed, including a description of initial materials preparation, training, installation, monitoring operation, and evaluation. A brief history of IMS Versions 1 and 2 is presented to place Version 3 in perspective. Parameters are set forth to assist researchers in defining the scope of further work required to complete the development of Version 3 and address the architecture of incremental versions. (Author/SK)

ED 108 597 IR 002 108

Porch, Ann

**Language Analysis Package (L.A.P.) Version 1 System Design.**

Southwest Regional Laboratory for Educational Research and Development, Los Alamitos, Calif.

Report No.—SWRL-TM-5-72-06

Pub Date 20 Apr 72

Note—52p.

EDRS Price MF-\$0.76 HC-\$3.32 PLUS POSTAGE

Descriptors—Computer Programs, \*Computer Science, Electronic Data Processing, Program Design, \*Programming Languages, \*Program Planning, Research Needs, Systems Analysis, \*Systems Concepts

Identifiers—\*Language Analysis Package, LAP

To permit researchers to use the speed and versatility of the computer to process natural language text as well as numerical data without undergoing special training in programming or computer operations, a language analysis package has been developed partially based on several existing programs. An overview of the design is provided and system functions, data-management functions, special parameter functions, and data-processing functions described in detail. Transaction language control also is explained. A bibliography is appended. (SK)

ED 108 598 IR 002 109

Follett, Joseph F.

**Experimental and Student-System Interactive Instructional Illustrations Pertinent to IDCMS.**

Southwest Regional Laboratory for Educational Research and Development, Los Alamitos, Calif.

Report No.—SWRL-TN-1-72-01

Pub Date 4 Feb 72

Note—23p.

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—Audiovisual Aids, Computer Programs, \*Computer Science, Computer Storage Devices, Educational Development, \*Educational Experiments, \*Information Systems, \*Instructional Technology, Interaction, Learning Processes, Program Design, Skill Analysis, \*Systems Analysis, Systems Approach

Identifiers—IDCMS

Southwest Regional Laboratory IDCMS (Instructional Development Control and Monitoring System) will be a flexible hardware system for controlling and monitoring instruction and research in the laboratory setting. This paper seeks to introduce potential users to the system and software designers to representative challenges that system exploitation will pose. (Author/SK)

ED 108 599 IR 002 110

Follett, Joseph F.

**On-Line IDCMS Evaluation of Different Categories of Response.**

Southwest Regional Laboratory for Educational Research and Development, Los Alamitos, Calif.

Report No.—SWRL-TN-1-72-02

Pub Date 7 Feb 72

Note—11p.

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—Computer Programs, Educational Development, Educational Research, Electronic Equipment, Evaluation, Information Processing, Input Output Devices, Instructional Media, \*Instructional Technology, \*On Line Systems, Patterned Responses, Primary Education, \*Response Mode, \*Taxonomy, Tests

Identifiers—IDCMS, \*Manipulandum Referenced Taxonomy

A manipulandum-referenced taxonomy for response categories appropriate to primary education is presented. The tenability of automatic on-line evaluation of the different types of response when processing equipment of the sort that probably will be available to Southwest Regional Laboratory is preliminarily evaluated. (Author/SK)

ED 108 600 IR 002 111

Follett, Joseph F.

**On-Line IDCMS Delivery of Different Types of Stimulus Sequences.**

Southwest Regional Laboratory for Educational Research and Development, Los Alamitos, Calif.

Report No.—SWRL-TN-1-72-03

Pub Date 8 Feb 72

Note—15p.

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—\*Computer Programs, Computer Science, Computer Storage Devices, Educational Research, Information Processing, Instructional Media, \*Instructional Technology, Media Specialists, \*On Line Systems, \*Program Design, Stimuli, \*Stimulus Devices

Identifiers—IDCMS

On line presentation of the items of a given stimulus sequence may or may not require on line retrieval of items and composition of the sequence. This paper sketches a preliminary taxonomy for auditory, visual, and mixed auditory stimulus sequences. It preliminarily assesses the capability of the Southwest Regional Laboratory Instructional Development Control and Monitoring System to compose and/or control presentation of such sequences during interactive use of the system. (Author/JY)

ED 108 601 IR 002 112

Follett, Joseph F.

**Contingent Instructional Advance: Implications for IDCMS.**

Southwest Regional Laboratory for Educational Research and Development, Los Alamitos, Calif.

Report No.—SWRL-TN-1-72-05

Pub Date 23 Feb 72

Note—17p.

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—\*Branching, Computer Assisted Instruction, Computer Graphics, \*Computer Programs, Computer Storage Devices, \*Information Processing, Instructional Design, Instructional Improvement, Instructional Systems, \*Instructional Technology, \*Interaction, On Line



Systems, Optional Branching. \*Research Design, Research Tools  
Identifiers—IDCMS

An illustration of modestly-interactive instruction of moderate length—to be administered to six students who start off together—is presented. Implications for IDCMS regarding number of audio programs and video files and extent of looping are preliminarily deduced on the basis of characteristics of the illustrative instructional program. (Author/SK)

ED 108 602 IR 002 113

McClain, Janis Smith, Edward L.  
An Information Processing Approach to Skills Analysis.

Southwest Regional Laboratory for Educational Research and Development, Los Alamitos, Calif.

Report No.—SWRL-TN-2-72-49

Pub Date 31 Oct 72

Note—32p.

EDRS Price MF-\$0.76 HC-\$1.95 PLUS POSTAGE

Descriptors—Decision Making, Educational Development, Educational Innovation, Educational Strategies, Elementary School Students, \*Information Processing, \*Instructional Design, Learning Processes, Science Education, \*Skill Analysis, Systems Approach, \*Systems Concepts, Task Performance, Teaching Methods

An approach to skills analysis is described in which strategy and processing skills sufficient for task performance are represented as an information-processing routine. Each step in the routine is viewed as a utilization of a processing mechanism or primary process. Definitions of these processes represent hypotheses about the psychological nature of the mechanisms involved in carrying out the task using the selected strategy. Important advantages of this approach are discussed and illustrated with preliminary processing routines for simple description tasks. The psychological interpretation of the routines is illustrated with the definition of selected primary processes. (Author/SK)

ED 108 603 IR 002 114

Perry, Bob Szondy, Peter

A Report on the Making of the Film, "Expanding Instructional Resources: Parents and Tutors".

Southwest Regional Laboratory for Educational Research and Development, Los Alamitos, Calif.

Report No.—SWRL-TN-4-72-02

Pub Date 22 Feb 72

Note—51p.

EDRS Price MF-\$0.76 HC-\$3.32 PLUS POSTAGE

Descriptors—Educational Resources, \*Film Production, Films, \*Guides, \*Instructional Films, Production Techniques, Scheduling, Scripts

The major steps in the making of the film are presented in terms of events, time and cost. Appended are the shooting script, the shooting schedule, a sample of the film director's shooting breakdown, the editing breakdown, and the final draft of the script. (Author/SK)

ED 108 604 IR 002 115

Hoskin, Richard K.

Design and Construction of a High-Speed Magnetic Tape Duplicator.

Southwest Regional Laboratory for Educational Research and Development, Los Alamitos, Calif.

Report No.—SWRL-TN-4-72-06

Pub Date 21 Aug 72

Note—12p.

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—Automation, \*Computer Science, Electromechanical Aids, Electronic Data Processing, \*Engineering Technology, Equipment Utilization, Information Storage, Input Output Devices, \*Magnetic Tapes, Research Tools, \*Tape Recorders

Identifiers—\*Design Modification, Magnetic Tape Duplication

Engineering procedures used in the design and construction of a high-speed, multichannel magnetic tape duplicator are described. The completed duplicator, a common mandrel duplicator, in which a single drive motor turns a common capstan shaft at high speeds and moves both master and copy tapes simultaneously, per-

forms satisfactorily yet suggests design modifications for a second-generation machine. (Author/SK)

ED 108 605 IR 002 116

Szondy, Peter Perry, Robert

A Report on the Making of the Drama and Public Speaking Program Film.

Southwest Regional Laboratory for Educational Research and Development, Los Alamitos, Calif.

Report No.—SWRL-TN-72-09

Pub Date 29 Sep 72

Note—30p.

EDRS Price MF-\$0.76 HC-\$1.95 PLUS POSTAGE

Descriptors—Drama, Educational Technology, \*Film Production, \*Films, Guides, Instructional Films, Production Techniques, Program Costs, Public Speaking, Scripts, Television Lighting

The major steps in the making of a film are presented in terms of events, time, cost, and technological developments resulting from the production. Details about pre-production and post-production procedures are also included. Appended are the shooting script, the shooting schedule, a sample of the director's shooting breakdown, and the final draft of the commentary. (SK/Author)

ED 108 606 IR 002 117

Coulton, William F.

Archives Organization and Procedures.

Southwest Regional Laboratory for Educational Research and Development, Los Alamitos, Calif.

Report No.—SWRL-TN-4-72-10

Pub Date 14 Nov 72

Note—38p.

EDRS Price MF-\$0.76 HC-\$1.95 PLUS POSTAGE

Descriptors—\*Archives, Data Processing, Documentation, \*Indexing, Information Dissemination, Information Processing, \*Information Retrieval, Information Sources, Information Storage, Information Systems, Microfilm, Program Descriptions, \*Research and Development Centers, Resource Materials

Identifiers—\*Archive Index

A review of the procedures and organization of the Southwest Regional Laboratory Archives is presented, including the selection, preparation, and processing of materials; updating and the publication of the index; and the means used for quick retrieval of information. The Archive Index is appended, as well as a sample of the Archival Routing Sheet. (SK)

ED 108 607 IR 002 118

The Use of Simulation in the Design of a Computer-Based Instructional Management System.

Southwest Regional Laboratory for Educational Research and Development, Los Alamitos, Calif.

Report No.—SWRL-TN-5-72-12

Pub Date 17 Mar 72

Note—24p.

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—\*Computer Programs, Educational Development, \*Electronic Data Processing, Electronic Equipment, \*Equipment Utilization, Flow Charts, Innovation, Instructional Programs, Instructional Technology, \*Management Information Systems, Optical Scanners, Programmed Materials, Research Tools, \*Simulation, Systems Approach

The Southwest Regional Laboratory Instructional Management System (IMS) utilizes a configuration of electronic data processing (EDP) equipment to transform instructional program performance data into instructional program management information. To perform this transformation, SWRL has selected a configuration consisting of on-site optical scanners, low-speed character printers, and a Data Concentrator which communicates with a large central processing system. System operation under each of four IMS-EDP models was simulated using IBM's General Purpose Simulation System (GPSS). The results are reported in terms of device utilization rates, system throughput time and system throughput capacity. They indicate the desirability of multiplexing and variable phasing for optimum system capacity and turnaround time. (Author)

ED 108 608

Kline, Lanall

Story-List.

Southwest Regional Laboratory for Educational Research and Development, Los Alamitos, Calif.

Report No.—SWRL-TN-5-72-01

Pub Date 21 Jan 72

Note—19p.; Several pages may reproduce poorly due to light print

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—\*Computer Programs, Computer Storage Devices, Educational Development, Elementary Education, Flow Charts, \*Information Storage, Input Output, Reading Materials, \*Vocabulary, \*Word Lists

Identifiers—\*STORY LIST

The program, STORY-LIST, generates alphabetized cumulative word lists by story number within a school grade. It is designed to read a group of cards until it finds a new grade/story number. Each word read is stored in an array, sorted, and an asterisk is added to each word in the array. This array is then merged with the old sorted word list and printed. The new array formed by the merge is stored in the old word list array after deleting the asterisks from the new words. This process continues until the input data is exhausted. Included in this document are a flow chart layout form, sample data, and sample run. (Author/SK)

ED 108 609 IR 002 121

Grobe, Robert Gibbs, Gordon L.

Procedures for COMSYS 1 and 2 for the 1971-72 IMS Tryout.

Southwest Regional Laboratory for Educational Research and Development, Los Alamitos, Calif.

Report No.—SWRL-TN-5-72-03

Pub Date 28 Jan 72

Note—24p.; Pages 15 and 18 may reproduce poorly

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—Communications, \*Computer Programs, Computer Science, \*Data Bases, Decision Making, Educational Research, \*Electronic Data Processing, Information Networks, Information Processing, Information Retrieval, \*Input Output, Management Information Systems

Identifiers—Instructional Management System

Mechanisms, procedures, and evaluative techniques used for gathering data and returning relevant information to the appropriate personnel constitute an Instructional Management System (IMS) communication system (ComSys). Southwest Regional Laboratory has defined five such systems, two of which are described here, along with input and output procedures and evaluative criteria employed by the system. (JY)

ED 108 610 IR 002 122

McManus, John F.

Preliminary Tryout of Optically Scannable FYCSP Criterion Exercises.

Southwest Regional Laboratory for Educational Research and Development, Los Alamitos, Calif.

Report No.—SWRL-TN-5-72-04

Pub Date 15 Feb 72

Note—16p.

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—Early Childhood Education, \*Educational Research, \*Kindergarten Children, \*Optical Scanners, \*Response Style (Tests), \*Test Construction, Testing

A study was conducted to measure the facility of kindergarten pupils in using optically scannable response sheets. Three types of response boxes were tested. It was concluded that pupils are able to handle a ten-item two-sided test with minimal practice and directions. (Author)

ED 108 611 IR 002 123

Gibbs, Gordon L. Hooper, Judith

Results of Investigations Concerning the Capabilities of the OpScan 100DM Optical Scanner.

Southwest Regional Laboratory for Educational Research and Development, Los Alamitos, Calif.

Report No.—SWRL-TN-5-72-05

Pub Date 31 Jan 72

Note—22p.

## 124 Document Resumes

**EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE**

Descriptors—Computers, Computer Science, \*Costs, Electromechanical Technology, Input Output Devices, \*Media Technology, \*Optical Scanners, Paper (Material), \*Printing, Reliability, \*Testing, Test Results, Validity  
Identifiers—\*OpScan 100DM

A series of tests using OpScan 100DM optical scanner were carried out to determine whether it can mechanically transport paper that does not comply with the manufacturer's specifications for weight and size and see if standard paper stock has sufficient quality, opacity, and brightness to permit it to be used to print forms for the OpScan 100DM. Other objectives were to establish validity and reliability indices and to determine whether standard ink has sufficient reflectivity to be used to print forms for the OpScan 100DM. This report describes the tests and their results. (SK)

**ED 108 612 IR 002 127**  
*Teplitzky, Frank*

**A Data Communications Glossary of Terms.**  
Southwest Regional Laboratory for Educational Research and Development, Los Alamitos, Calif.

Report No.—SWRL-TN-5-72-09  
Pub Date 28 Feb 72

Note—18p.

**EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE**

Descriptors—Computer Science, Data Processing, \*Glossaries, \*Media Technology, Programming Languages, \*Reference Materials, Research Tools, \*Telecommunication

General and specialized terms developed in data communications in recent years are listed alphabetically and defined. The list is said to be more representative than exhaustive and is intended for use as a reference source. Approximately 140 terms are included. (Author/SK)

**ED 108 613 IR 002 128**  
*Kline, Lanait*

**CONC-Dictionary.**  
Southwest Regional Laboratory for Educational Research and Development, Los Alamitos, Calif.

Report No.—SWRL-TN-5-72-10  
Pub Date 29 Feb 72

Note—80p.

**EDRS Price MF-\$0.76 HC-\$4.43 PLUS POSTAGE**

Descriptors—\*Computer Programs, Data Processing, \*Dictionaries, Essays, \*Information Storage, Input Output Devices, Vocabulary, Word Frequency, \*Word Lists  
Identifiers—\*CONC Dictionary

The computer program sets up three dictionaries: basic, fiction, and fantasy. It then processes each essay by parsing the essay into words, checking if the word is a legal word (in the dictionary), and adding it to the essay unique word list. If the word was non-unique, the frequency count for that word in the essay word list is increased by one. When the program reaches the end of the essay, two reports are generated, words ordered alphabetically and words ordered by their frequency. The report gives complete documentation and includes a description of subroutines and subfunctions, data specifications, operating instructions, and flowchart layout forms. (Author/SK)

**ED 108 614 IR 002 130**  
*Dave, Ashok*

**Total Systems Considerations in Forming Alternative Configurations for a Computer-Based Instructional Management System.**

Southwest Regional Laboratory for Educational Research and Development, Los Alamitos, Calif.

Report No.—SWRL-TN-5-72-13  
Pub Date 21 Mar 72

Note—9p.

**EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE**

Descriptors—\*Computer Assisted Instruction, Computer Programs, Cost Effectiveness, Design Needs, Electronic Data Processing, Flexible Facilities, \*Individualized Instruction, \*Instructional Systems, \*Management Systems, \*Program Design, Reaction Time, Telecommunication, Time Factors (Learning)

Identifiers—\*Computer Software, IMS, Instructional Management System

Five considerations of a comprehensive configuration to carry out computer-based instructional management are described. Included are data communications networks, loading/distribution of data processing operations and Instructional Management System functions, response time, computer software, and flexibility. The need for such a configuration is explained. References are appended. (SK)

**ED 108 615 IR 002 131**  
*Foote, Thomas*

**Weekly Log Record Sort (WLSORT).**

Southwest Regional Laboratory for Educational Research and Development, Los Alamitos, Calif.

Report No.—SWRL-TN-5-72-14  
Pub Date 21 Mar 72

Note—20p.

**EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE**

Descriptors—Communication Skills, \*Computer Programs, \*Data Processing, Electronic Data Processing, Flow Charts, Information Processing, Information Storage, \*Management Systems, Recordkeeping, \*Student Records, Systems Development

Identifiers—\*Computer Software Documentation, FORTRAN V, Sort Routines

Computer routines to sort the weekly log records submitted by teachers participating in the Southwest Regional Laboratory's communications skills monitoring program are described. Written in Univac FORTRAN V, Weekly Log Record Sort (WLSORT) sorts log records on magnetic tape to enable subsequent computer programs to interpret the input data by district, school, and classroom. This document is intended to serve as the software documentation for the programs. Included are a program description, data format specifications, program constraints and limitations, and operating instructions. Program flowcharts, program listings, and sample data forms are also provided. (DGC)

**ED 108 616 IR 002 132**  
*Wolfe, Howard Foote, Thomas*

**Communication Skills 1, Weekly Log Summary, Revision 1 (CS-1-WLSR1).**

Southwest Regional Laboratory for Educational Research and Development, Los Alamitos, Calif.

Report No.—SWRL-TN-5-72-15  
Pub Date 22 Mar 72

Note—39p.

**EDRS Price MF-\$0.76 HC-\$1.95 PLUS POSTAGE**

Descriptors—Communication Skills, \*Computer Programs, Data Bases, \*Data Processing, Electronic Data Processing, Flow Charts, Information Processing, Information Storage, Information Systems, \*Management Systems, Recordkeeping, \*Student Records, Systems Development

Identifiers—\*Computer Software Documentation, FORTRAN V, Report Generators, Technical Notes

Computer routines to summarize data and generate reports from weekly log records submitted by teachers participating in the Southwest Regional Laboratory's communications skills monitoring program are described. Written in Univac FORTRAN V, Communications Skills 1, Weekly Log Summary, Revision 1 (CS-1-WLSR1) displays information by student group, class, teacher, school, district, and overall. This document is intended to serve as the software documentation for the programs. Included are a program description, data format specifications, program constraints and limitations, and operating instructions. Program flowcharts, program listings, sample data forms, and sample reports are also provided. (DGC)

**ED 108 617 IR 002 133**  
*Ikeda, Masumi*

**Preliminary System Design of the SWRL Financial System.**

Southwest Regional Laboratory for Educational Research and Development, Los Alamitos, Calif.

Report No.—SWRL-TN-5-72-16  
Pub Date 24 Mar 72

Note—31p.

**EDRS Price MF-\$0.76 HC-\$1.95 PLUS POSTAGE**

Descriptors—\*Accounting, \*Computer Programs, \*Data Processing, \*Design, Electronic Data

Processing, Flow Charts, Information Processing, Information Systems, \*Management Systems, Recordkeeping, Research and Development Centers, Systems Development  
Identifiers—COBOL, Computer Software Documentation, Design Specifications, \*Financial Systems, Southwest Regional Laboratory, SWRL

The preliminary system design of the computer-based Southwest Regional Laboratory's (SWRL) Financial System is outlined. The system is designed to produce various management and accounting reports needed to maintain control of SWRL operational and financial activities. Included in the document are descriptions of the various types of system inputs; a definition of their data elements; the kinds of management and accounting reports generated; and an overall system flow diagram. The computer programs are to be written in COBOL for use on an IBM System 360/91. (Author/DGC)

**ED 108 618 IR 002 134**  
*Ikeda, Masumi*

**Program Description: EDIT Program and Vendor Master Update, SWRL Financial System.**

Southwest Regional Laboratory for Educational Research and Development, Los Alamitos, Calif.

Report No.—SWRL-TN-5-72-18  
Pub Date 7 Apr 72

Note—15p.

**EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE**

Descriptors—\*Accounting, \*Computer Programs, \*Data Processing, Electronic Data Processing, Flow Charts, Information Processing, Information Systems, Management Information Systems, \*Management Systems, Recordkeeping, Research and Development Centers, Systems Development

Identifiers—COBOL, Computer Software Documentation, Edit Programs, \*Financial System

Computer routines to edit input data for the Southwest Regional Laboratory's (SWRL) Financial System are described. The program is responsible for validating input records, generating records for further system processing, and updating the Vendor Master File—a file containing the information necessary to support the accounts payable and receivable routines in the Financial System. The specific editing requirements are presented, and the relationship between data elements and the System's output reports are shown. (Author/DGC)

**ED 108 619 IR 002 135**  
*Brown, John R.*

**IMS Version 3 Student Data Base Maintenance Program.**

Southwest Regional Laboratory for Educational Research and Development, Los Alamitos, Calif.

Report No.—SWRL-TN-5-72-19  
Pub Date 10 Apr 72

Note—33p.; Several pages may reproduce poorly

**EDRS Price MF-\$0.76 HC-\$1.95 PLUS POSTAGE**

Descriptors—\*Computer Programs, \*Data Bases, \*Data Processing, Electronic Data Processing, Flow Charts, Information Processing, Information Storage, Management Systems, Recordkeeping, \*Student Records

Identifiers—\*Computer Software Documentation, FORTRAN IV, IMS, \*Instructional Management System, Update Programs

Computer routines that update the Instructional Management System (IMS) Version 3 student data base which supports the Southwest Regional Laboratory's (SWRL) student monitoring system are described. Written in IBM System 360 FORTRAN IV, the program updates the data base by adding, changing and deleting records, as well as adding and deleting classes. This technical note is intended to serve as the software documentation for the program. Included are a program description, data format specifications, program constraints and limitations, and operating instructions. Program flowcharts, program listings, and sample output reports are also provided. (Author/DGC)

**ED 108 620 IR 002 136**  
*Gibbs, Gordon L.*

**User Training for the 1971-72 Tryout of IMS, Version 3.**

Southwest Regional Laboratory for Educational Research and Development, Los Alamitos, Calif.

Report No.—SWRL-TN-5-72-20

Pub Date 11 Apr 72

Note—17p.

**EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE**

**Descriptors**—Computer Programs, \*Data Bases, Data Processing, Electronic Data Processing, Information Processing, Information Storage, Inservice Teacher Education, Management Systems, \*Recordkeeping, \*Student Records, \*Teachers, \*Training

**Identifiers**—IMS, \*Instructional Management System, User Training

Proposed training procedures and materials, and participants' questions on the use of the Southwest Regional Laboratory's (SWRL) student monitoring system data base in the Instructional Management System (IMS) are described. The training sessions were undertaken because IMS Version 3 requires classroom teachers to use special materials and procedures to communicate data about students to the system for further processing. In addition to descriptive information on the pilot training program, recommendations for further revisions are included. (DGC)

**ED 108 621**

IR 002 137

McManus, John F.

**Pedagogical Source Data Identification and Updating Alternatives.**

Southwest Regional Laboratory for Educational Research and Development, Los Alamitos, Calif.

Report No.—SWRL-TN-5-72-21

Pub Date 12 Apr 72

Note—9p.

**EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE**

**Descriptors**—Computer Programs, \*Data Bases, Data Processing, Design, Electronic Data Processing, \*Identification, Information Processing, Information Retrieval, Information Storage, Information Systems, \*Management Systems, Recordkeeping, \*Student Records, \*Students, Systems Development

**Identifiers**—IMS, \*Instructional Management System, Student Identifier

The automated identification of students as they progress through an instructional program is described as an essential capability of the Southwest Regional Laboratory's (SWRL) Instructional Management System (IMS). Performance characteristics of procedures for linking data to individual students (whose records are maintained by IMS) are identified, and design considerations for those procedures are indicated through a series of questions and answers. (DGC)

**ED 108 622**

IR 002 138

Gibbs, Gordon L.

**Procedures for COMSYS 3 for the 1971-72 IMS Tryout.**

Southwest Regional Laboratory for Educational Research and Development, Los Alamitos, Calif.

Report No.—SWRL-TN-5-72-22

Pub Date 13 Apr 72

Note—13p.

**EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE**

**Descriptors**—Computer Programs, \*Data, Data Bases, Data Processing, Electronic Data Processing, Evaluation, Flow Charts, Information Processing, Information Retrieval, \*Information Systems, Management Systems, Pilot Projects, Recordkeeping, \*Schools, \*Student Records, \*Telecommunication

**Identifiers**—Data Transmission, IMS, \*Instructional Management System

During the 1971-72 pilot test of the Southwest Regional Laboratory's (SWRL) Instructional Management System (IMS), three alternative procedures were used to gather data within the classroom, transmit those data to SWRL for processing, and send IMS output to the appropriate recipients in the schools. ComSys 3—one of the three configurations—provided for the use of in-the-school optical scanners and line printers with direct connections to the main computing facility for IMS. Procedures for using the ComSys 3 configuration, together with evaluation criteria, are presented. (DGC)

**ED 108 623**

Flournoy, Nancy

**Collection of IMS Time Evaluation Data.**

Southwest Regional Laboratory for Educational Research and Development, Los Alamitos, Calif.

Report No.—SWRL-TN-5-72-24

Pub Date 17 Apr 72

Note—16p.

**EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE**

**Descriptors**—Computer Programs, \*Data Collection, Data Processing, Electronic Data Processing, Evaluation, Flow Charts, \*Formative Evaluation, Information Processing, Information Storage, Information Systems, \*Management Systems, Recordkeeping, \*Student Records, \*Systems Development

**Identifiers**—IMS, \*Instructional Management System, Time Studies

Some of the schools participating in the Southwest Regional Laboratory's Instructional Management System (IMS) pilot test submitted input data forms to and received processed information from regional processing and data collection centers. To determine the feasibility of alternative methods of data collection and output return, evaluative data were collected at the time each set of data were delivered to the centers. Described in this document are the procedures for the completion of the evaluation forms. Sample forms together with a flowchart of the IMS operation as a whole are included. (DGC)

**ED 108 624**

IR 002 140

Kraepelin, Hans

**RIMS Program Description.**

Southwest Regional Laboratory for Educational Research and Development, Los Alamitos, Calif.

Report No.—SWRL-TN-5-72-25

Pub Date 17 Apr 72

Note—11p.

**EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE**

**Descriptors**—Computer Programs, \*Data Collection, Data Processing, Electronic Data Processing, Information Processing, Information Storage, Input Output Devices, \*Magnetic Tapes, \*Management Systems, \*Optical Scanners, Recordkeeping, Student Records, Systems Development

**Identifiers**—Computer Software Documentation, \*Data Conversion, Mark Sense Forms, Teletypes, Xerox 660 Optical Scanner

Computer routines for the translation of teacher-prepared mark sense forms to magnetic tape are described. The program, Receiving IMS (RIMS), is part of the Southwest Regional Laboratory's (SWRL) Instructional Management System (IMS). It accepts mark sense sheets from remotely located Xerox 660 scanner copiers and/or IMS update information from remotely located teletypes. Output is a magnetic tape which is then sent over phone lines to an IMS processing program in a larger, remote computer. (Author/DGC)

**ED 108 625**

IR 002 141

Cooper, Pamela

**OPSCAN 100, Scan Tape Preparation for IMS Runs.**

Southwest Regional Laboratory for Educational Research and Development, Los Alamitos, Calif.

Report No.—SWRL-TN-5-72-26

Pub Date 20 Apr 72

Note—15p.

**EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE**

**Descriptors**—\*Data Processing, Electronic Data Processing, Information Systems, Input Output Devices, \*Magnetic Tapes, \*Management Systems, \*Optical Scanners, Recordkeeping, Tests, \*Test Scoring Machines

**Identifiers**—IMS, \*Instructional Management System, Mark Sense Readers, Offline Systems, OpScan

An OpScan 100 optical scanner was used to score test materials received at the Southwest Regional Laboratory (SWRL) during the tryout of SWRL's Instructional Management System (IMS). This document describes the functional characteristics of the optical scanner. Directions for preparing two types of control forms processed by the scanner and sequential operat-

ing instructions for the scanner are included together with diagrams of the correct settings for the machine. Sample forms are also illustrated. (DGC)

**ED 108 626**

IR 002 142

Porch, Ann

**Module Design Document: Scan Module; L.A.P. Version 1.**

Southwest Regional Laboratory for Educational Research and Development, Los Alamitos, Calif.

Report No.—SWRL-TN-5-72-27

Pub Date 24 Apr 72

Note—7p.

**EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE**

**Descriptors**—\*Computer Programs, Content Analysis, Design, Electronic Data Processing, Language Patterns, \*Language Research, Languages, Language Styles, Language Usage, \*Morphology (Languages), \*Specifications, \*Systems Development

**Identifiers**—Analytical Computer Packages, Computer Software Specifications, \*Language Analysis Package, LAP, Scan Module, Stem Analysis

A series of computer programs and routines intended to assist researchers in the analysis of language usage—with a power comparable to statistical computer routines—was developed by the Southwest Regional Laboratory (SWRL). This document is one of a series that describes the design specifications for the individual modules which comprise the Language Analysis Package (LAP). The Scan Module presented here will read input text, divide it into words, and check for special characters that the user indicates as identifiers to initiate further processing procedures. (DGC)

**ED 108 627**

IR 002 143

Yu, John

**User's Guide to Batch Processing of OpScan 100 Scan Sheets.**

Southwest Regional Laboratory for Educational Research and Development, Los Alamitos, Calif.

Report No.—SWRL-TN-5-72-28

Pub Date 25 Apr 72

Note—26p.

**EDRS Price MF-\$0.76 HC-\$1.95 PLUS POSTAGE**

**Descriptors**—\*Computer Programs, \*Data Processing, \*Electronic Data Processing, \*Information Systems, Input Output Devices, Magnetic Tapes, Management Systems, Recordkeeping, Tests, \*Test Scoring Machines

**Identifiers**—IMS, \*Instructional Management System, Mark Sense Readers, Offline Systems, OpScan

An OpScan 100 optical scanner was used to score test materials received at the Southwest Regional Laboratory (SWRL) during the tryout of SWRL's Instructional Management System (IMS). Once a tape had been produced by the optical scanner, it was interpreted and edited by a series of computer routines which prepared the data for further processing by IMS. This document described the entire sequence of data submission, interpretation, and conversion. Error message reports produced by the programs are described, and examples of the input forms for the optical scanner are provided. (DGC)

**ED 108 628**

IR 002 145

Flournoy, Nancy

**IMS Version 3 1971-72 Tryout: Initial Report on COMSYS 1 and 2 Computer Operations.**

Southwest Regional Laboratory for Educational Research and Development, Los Alamitos, Calif.

Report No.—SWRL-TN-5-72-31

Pub Date 27 Apr 72

Note—16p.

**EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE**

**Descriptors**—Computer Programs, Computers, \*Data Bases, Data Processing, \*Electronic Data Processing, Information Storage, \*Information Systems, Management Systems, \*Pilot Projects, Recordkeeping, \*Student Records, Tests, Test Scoring Machines

**Identifiers**—IMS, \*Instructional Management System

Instructional Management System (IMS) information cycles from participating schools to the



Southwest Regional Laboratory (SWRL) for processing, returning again to the school in the form of summarized reports of pupil data. One segment of this cycle is managed by the IMS pupil data base processing program. The program generates reports from processed IMS pupil test scores and updates the Pupil Data Base Tape at a central computing facility. This paper describes the characteristics of IMS data processed during the first seven weeks of the IMS tryout as interpreted and logged by the managing program. Statistics on the various computer runs, forms submitted, and school response rates are provided. (Author/DGC)

ED 108 629 IR 002 146

Yu, John  
OPNS: The IMS COMSYS 1 and 2 Data Preprocessing System.

Southwest Regional Laboratory for Educational Research and Development, Los Alamitos, Calif.

Report No.—SWRL-TN-5-72-32

Pub Date 18 Apr 72

Note—20p.

EDRS Price MF-\$0.76 HC-\$1.58 PLUS

#### POSTAGE

Descriptors—\*Computer Programs, Data Processing, Electronic Data Processing, Flow Charts, \*Information Processing, Information Storage, Magnetic Tapes, Management Systems, Optical Scanners, Recordkeeping, \*Student Records, Systems Development, Telecommunication, Tests

Identifiers—Computer Software Documentation, Data Editing, IMS, \*Instructional Management System, Preprocessing

The Instructional Management System (IMS) developed by the Southwest Regional Laboratory (SWRL) processes student and teacher-generated data through the use of an optical scanner that produces a magnetic tape (Scan Tape) for input to IMS. A series of computer routines, OPSN, preprocesses the Scan Tape and prepares the data for transmission to the central computer facility for further processing. This document is a functional description of the OPSN computer software. Included are (1) a general discussion of the editing and data conversion process, (2) explanations of the various input forms, (3) examples of the data conversion tables used within the computer programs, (4) the field definitions of the scan sheets, and (5) a flowchart of the entire preprocessing system. (DGC)

ED 108 630 IR 002 147

Yu, John  
SIMS, the IMS COMSYS 3 Report Dissemination System.

Southwest Regional Laboratory for Educational Research and Development, Los Alamitos, Calif.

Report No.—SWRL-TN-5-72-33

Pub Date 10 May 72

Note—15p.

EDRS Price MF-\$0.76 HC-\$1.58 PLUS

#### POSTAGE

Descriptors—\*Computer Programs, \*Data Processing, Electronic Data Processing, Flow Charts, \*Information Dissemination, \*Information Processing, Information Storage, Information Systems, Magnetic Tapes, \*Management Systems, Recordkeeping, Reports, Student Records, Systems Development, Telecommunication

Identifiers—Computer Software Documentation, IMS, \*Instructional Management System

The Southwest Regional Laboratory's Instructional Management System (IMS) central data processing system produces reports for dissemination to participating schools which provided the original source data to the system. Described in this document are the computer software routines (SIMS) that control the dissemination of information contained on IMS output report tapes to remote terminals located at the school sites. SIMS system logic, computer operator control instructions and commands, and a system flowchart are provided. (DGC)

ED 108 631 IR 002 148

Porch, Ann Lang, Pat

Design Document: Content Module; L.A.P. Version I.

Southwest Regional Laboratory for Educational Research and Development, Los Alamitos, Calif.

Report No.—SWRL-TN-5-72-35

Pub Date 26 May 72

Note—12p.

EDRS Price MF-\$0.76 HC-\$1.58 PLUS

#### POSTAGE

Descriptors—\*Computer Programs, Content Analysis, Data Processing, Design, Electronic Data Processing, Item Analysis, Language Patterns, \*Language Research, Languages, Language Styles, Language Usage, \*Morphology (Languages), \*Specifications, \*Systems Development

Identifiers—Analytical Computer Packages, Computer Software Documentation, Content Module, \*Language Analysis Package, LAP

A series of computer programs and routines designed to assist researchers in the analysis of language usage was developed by the Southwest Regional Laboratory (SWRL). This document is one of a series that describes design specifications for the individual modules which comprise the Language Analysis Package (LAP). The Content Module functions as a semantic content analysis module by allowing the user to construct any number of dictionary files using phrases and/or single words. Each dictionary file will represent a set of user-defined semantic categories. The program will "score" the input text by matching it against the dictionary and it will give the user the total number of different categories a particular word or phrase falls into, as well as the categories into which it falls. Program characteristics, data file specifications, and computer file layout are provided. (Author/DGC)

ED 108 632 IR 002 149

Foote, Tom

Loader for the Test Descriptor File (Loader).

Southwest Regional Laboratory for Educational Research and Development, Los Alamitos, Calif.

Report No.—SWRL-TN-5-72-36

Pub Date 26 May 72

Note—14p.; Best copy available

EDRS Price MF-\$0.76 HC-\$1.58 PLUS

#### POSTAGE

Descriptors—\*Computer Programs, \*Criterion Referenced Tests, \*Data Processing, Design, Electronic Data Processing, Flow Charts, Information Processing, Information Systems, Management Systems, Recordkeeping, \*Student Records, Systems Development, Tests

Identifiers—Computer Software Documentation, Data Editing Programs, FORTRAN, IMS, \*Instructional Management System, LOADER

A computer routine to prepare for further processing the criterion test data submitted by schools participating in the Southwest Regional Laboratory's (SWRL) Instructional Management System (IMS) tryout is described. The LOADER program—written in IBM 360 FORTRAN—reads punched cards, checks for errors, formats the input records for further processing, and produces an error message report. Included in the document are (1) a program description, (2) input and output data specifications, (3) program constraints and limitations, (4) operating instructions, (5) a system flowchart, and (6) a program listing. (DGC)

ED 108 633 IR 002 150

Porch, Ann

Design Document: KWIC Module; L.A.P. Version I.

Southwest Regional Laboratory for Educational Research and Development, Los Alamitos, Calif.

Report No.—SWRL-TN-5-72-37

Pub Date 26 May 72

Note—9p.

EDRS Price MF-\$0.76 HC-\$1.58 PLUS

#### POSTAGE

Descriptors—\*Computer Programs, Content Analysis, Design, Electronic Data Processing, \*Indexes (Locators), Item Analysis, \*Language Research, Language Usage, \*Morphology (Languages), Permuted Indexes, \*Specifications, Systems Development

Identifiers—Computer Software Specifications, \*Language Analysis Package, LAP

The Language Analysis Package (LAP) was developed by the Southwest Regional Laboratory (SWRL) to assist researchers in the analysis of language usage. The function of the KWIC (Keyword-in Context or Concordance) Module of the LAP is to produce keyword listings from the input text being analyzed. Such listings will contain location information broken down by document identifier, page, paragraph, and line. Other

design features are presented in this document together with the file layout specifications of the program's output. (DGC)

ED 108 634 IR 002 153

Wolfe, Howard

Central Computer IMS Processing System (CIMS).

Southwest Regional Laboratory for Educational Research and Development, Los Alamitos, Calif.

Report No.—SWRL-TN-5-72-42

Pub Date 30 Jun 72

Note—86p.

EDRS Price MF-\$0.76 HC-\$4.43 PLUS

#### POSTAGE

Descriptors—Attendance Records, \*Computer Programs, Criterion Referenced Tests, Data Processing, Experimental Programs, Information Storage, Management Systems, On Line Systems, \*Program Design, Programming, \*Program Planning, Records (Forms), \*Student Records

Identifiers—Computer Software, IMS, \*Instructional Management System

As part of the IMS Version 3 tryout in 1971-72, software was developed to enable data submitted by IMS users to be transmitted to the central computer, which acted on the data to create IMS reports and to update the Pupil Data Base with criterion exercise and class roster information. The program logic is described, and the subroutines and functions detailed. Data specifications are included. A flowchart shows operating procedures. Relevant documents and forms are appended. (SK)

ED 108 635 IR 002 154

Cooper, Pamela Gibbs, Gordon L.

Forms Development for the 1971-72 Tryout of IMS Version 3.

Southwest Regional Laboratory for Educational Research and Development, Los Alamitos, Calif.

Report No.—SWRL-TN-5-72-44

Pub Date 25 Jul 72

Note—25p.

EDRS Price MF-\$0.76 HC-\$1.58 PLUS

#### POSTAGE

Descriptors—Data Processing, Information Storage, Instructional Design, \*Management Systems, \*Optical Scanners, \*Program Design, \*Program Planning, \*Records (Forms)

Identifiers—IMS, \*Instructional Management System

For the 1971-72 tryout of IMS Version 3, special-purpose, optically scannable materials were developed and designed. Purpose, design considerations, and developmental stages are described for each form. Adapted formats for use with the Xerox 660 Scanner/Copier are explained. The forms are appended. (SK)

ED 108 636 IR 002 155

Wolfe, Howard

Overview of the IMS Version 3 Computer Software Considerations in the 1971-72 System Exercise.

Southwest Regional Laboratory for Educational Research and Development, Los Alamitos, Calif.

Report No.—SWRL-TN-5-72-45

Pub Date 16 Aug 72

Note—21p.

EDRS Price MF-\$0.76 HC-\$1.58 PLUS

#### POSTAGE

Descriptors—\*Computer Assisted Instruction, \*Computer Programs, Data Bases, Data Processing, Flow Charts, Information Storage, Instructional Systems, \*Management Systems, \*Program Design, \*Student Records

Identifiers—Computer Software, IMS, \*Instructional Management System

Hardware and software components employed in the 1971-72 tryout of a research-based, computer-operated Instructional Management System (IMS) are listed and described. Purposes of the tryout are given, and the communications system detailed. Source-input and output documents are listed, along with the IMS computer programs and IMS files. Step-by-step explanations of pupil performance reporting procedure and maintenance of pupil data base are provided. A flowchart shows the tryout in operation. A list of references is appended. (SK)

ED 108 637

IR 002 157

Ikeda, Masumi

System Design of the SWRL Financial System.  
Southwest Regional Laboratory for Educational  
Research and Development, Los Alamitos,  
Calif.

Report No.—SWRL-TN-5-72-48

Pub Date 21 Aug 72

Note—55p.

EDRS Price MF-\$0.76 HC-\$3.32 PLUS POSTAGE

Descriptors—Accounting, Computer Programs,  
Data Processing, Educational Finance, \*Financial  
Services, \*Management Information  
Systems, \*Program Design, Programming,  
\*Recordkeeping, Records (Forms), \*Research  
and Development Centers, Systems Approach  
Identifiers—Financial Systems, \*Southwest  
Regional Laboratory, SWRL

To produce various management and accounting  
reports in order to maintain control of SWRL  
(Southwest Regional Laboratory) operational and  
financial activities, a computer-based SWRL  
financial system was developed. The system  
design is outlined, and various types of system  
inputs described. The kinds of management and  
accounting reports generated are listed, along with  
methods for generating them. An overall flow-  
diagram is included. Samples of forms used are  
appended. (SK)

ED 108 638

IR 002 158

Flournoy, Nancy

COMSYS I Intervals Between Testing and Mail-  
ing Criterion Exercises in the 1971-72 IMS  
Tryout.

Southwest Regional Laboratory for Educational  
Research and Development, Los Alamitos,  
Calif.

Report No.—SWRL-TN-5-72-49

Pub Date 28 Aug 72

Note—22p.

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—\*Data Collection, Data Processing,  
Educational Problems, \*Educational Research,  
Educational Testing, \*Instructional Systems,  
School Statistics, \*Testing Problems  
Identifiers—IMS, Instructional Management  
System

In the 1971-72 IMS tryout, the first step in  
processing data after a teacher tests her pupils  
was mailing of criterion exercises to the Forms  
Control Center. This simple step often added sig-  
nificant amounts to total processing turnaround  
time. Comparison of delays between testing and  
mailing are presented for districts, schools and  
teachers and are made to identify problem areas  
and reasons for delay. Recommendations are  
made to avoid similar delays in the future. (SK)

ED 108 639

IR 002 159

Teplitzky, Frank

Overview of IDCMS Design Objectives.

Southwest Regional Laboratory for Educational  
Research and Development, Los Alamitos,  
Calif.

Report No.—SWRL-TN-5-72-50

Pub Date 29 Aug 72

Note—16p.

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—\*Audio Video Laboratories, \*Com-  
puter Programs, \*Educational Research, In-  
structional Systems, Program Design, Program  
Development, \*Research Tools

To permit researchers to "random access"  
audio and/or video instructional segments for  
purposes of experimental assessment and intensive  
analysis, the Instructional Development Control  
and Monitoring System is being developed.  
Hardware and software to be used in the IDCMS  
system are described and the four phases in  
which the system will be developed are  
delineated. Future potential of the system also is  
explored. (SK)

ED 108 640

IR 002 161

Cooper, Pamela Carpenter, Patricia J.

1971-72 IMS COMSYS I and II Operations  
Guide.

Southwest Regional Laboratory for Educational  
Research and Development, Los Alamitos,  
Calif.

Report No.—SWRL-TN-5-72-54

Pub Date 27 Sep 72

Note—16p.

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—\*Computer Programs, \*Data Col-  
lection, Data Processing, Educational Research,  
Information Processing, \*Information Storage,  
Information Systems, \*Management Systems,  
Program Development, Program Guides, Pro-  
gramming Problems, \*Records (Forms)

Identifiers—IMS, Instructional Management  
System

Procedures utilized during the 1971-72 IMS  
(Instructional Management System) exercise to  
record and monitor the flow of data-gathering  
forms are described and explained. Mailing,  
logging, pre- and post-processing and filing opera-  
tions are discussed. Operational problems are  
identified. Examples of forms are appended. (SK)

ED 108 641

IR 002 162

Bohlen, Michael J.

SCORIT Response Processing Program.

Southwest Regional Laboratory for Educational  
Research and Development, Los Alamitos,  
Calif.

Report No.—SWRL-TN-5-72-55

Pub Date 10 Oct 72

Note—43p.

EDRS Price MF-\$0.76 HC-\$1.95 PLUS POSTAGE

Descriptors—Comparative Analysis, Computer  
Programs, Information Processing, \*Instrumen-  
tation, Reaction Time, Scores, Scoring, Test  
Construction, \*Testing, \*Test Scoring  
Machines

Identifiers—\*SCORIT

SCORIT, a computer program which processes  
student responses to test items, is described and  
explained. The method of scoring responses ac-  
cording to an original test design and possible al-  
ternate test designs is detailed. The printing and  
punching of reports in a form suitable for correla-  
tional analysis are covered. A program descrip-  
tion is furnished, along with data specifications.  
Card layout forms are appended. (SK)

ED 108 642

IR 002 163

Kline, Lanai

Inventory of Assets.

Southwest Regional Laboratory for Educational  
Research and Development, Los Alamitos,  
Calif.

Report No.—SWRL-TN-5-72-56

Pub Date 12 Oct 72

Note—75p.; Several pages may reproduce poorly.

EDRS Price MF-\$0.76 HC-\$3.32 PLUS POSTAGE

Descriptors—\*Computer Programs, Data  
Processing, Design, Electronic Data Processing,  
\*Facility Inventory, Flow Charts, Information  
Processing, \*Management Information Systems,  
Recordkeeping, Systems Development

Identifiers—Computer Software Documentation,  
Design Specifications, Equipment Inventory,  
\*Inventory Of Assets

A computer program that produces three re-  
ports based on asset inventory data—i.e. facilities  
and equipment data—is described. Written in  
FORTRAN IV (Level G), the program was used on  
the IBM 360 Model 91 at the University of  
California at Los Angeles (UCLA). The first re-  
port is a listing of data sorted by local, user-as-  
signed identification number. The second lists the  
data by asset category, and the third orders the  
data on the basis of the bank check number for  
asset purchases. Each report is further broken  
down by contract number to facilitate the linkage  
of individual assets to specific projects or con-  
tracts. This document is intended to serve as the  
software documentation for the program. In-  
cluded are a description of the program logic,  
data format specifications, program constraints  
and limitations, and operating instructions in-  
cluding the appropriate job control language (JCL)  
for the UCLA IBM 360/91. Program flowcharts,  
program listings, and sample reports are also pro-  
vided. (DGC)

ED 108 643

IR 002 164

Gordillo, Frank

Summation of IMS Volume Frequencies.

Southwest Regional Laboratory for Educational  
Research and Development, Los Alamitos,  
Calif.

Report No.—SWRL-TN-5-72-58

Pub Date 27 Oct 72

Note—21p.

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—\*Computer Programs, \*Criterion  
Referenced Tests, Data Collection, \*Data  
Processing, Design, Electronic Data Processing,  
Flow Charts, Information Systems, \*Manage-  
ment Information Systems, \*Management  
Systems, Recordkeeping, Systems Development  
Identifiers—Computer Software Documentation,  
Design Specifications, IMS, \*Instructional  
Management System

A computer program designed to produce sum-  
mary information on the data processing volume  
of the Southwest Regional Laboratory's (SWRL)  
Instructional Management System (IMS) is  
described. Written in FORTRAN IV for use on  
an IBM 360 Model 91, the program sorts IMS  
input data on the basis of run identifier and on  
the basis of classroom identification number.  
Totals are then given for the number of tests  
taken by class, number of update and delete  
records submitted for each class, and the number  
of pages of output reports produced for each  
class. This document is intended to serve as the  
software documentation for the program. In-  
cluded are a program description, data format  
specifications, program constraints and limita-  
tions, and operating instructions including the ap-  
propriate job control language (JCL). Program  
flowcharts, program listings, and sample reports  
are also included. (DGC)

ED 108 644

IR 002 165

Kline, Lanai

Inventory of Assets II.

Southwest Regional Laboratory for Educational  
Research and Development, Los Alamitos,  
Calif.

Report No.—SWRL-TN-5-72-59

Pub Date 17 Nov 72

Note—19p.; Pages 11-17 may reproduce poorly.

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—\*Computer Programs, Data  
Processing, Design, Electronic Data Processing,  
\*Equipment, \*Facility Inventory, Flow Charts,  
Information Processing, Information Systems,  
\*Management Information Systems, Record-  
keeping

Identifiers—Computer Software Documentation,  
Design Specifications, Equipment Inventory,  
\*Inventory Of Assets II

INVENTORY OF ASSETS computer programs  
differ from the first version of INVENTORY OF  
ASSETS in that the sort routines used to order  
the input data are done using the IBM SORT pro-  
gram. This method conserves nearly 700,000  
bytes of core storage, thereby decreasing the time  
required to receive processed jobs by 24 hours.  
However, this method restricts the program to  
IBM 360 computers. This document is intended to  
serve as supplemental software documentation  
and should be read in conjunction with IR 002  
163. (Author/DGC)

ED 108 645

IR 002 168

Kline, Lanai

Song File Match.

Southwest Regional Laboratory for Educational  
Research and Development, Los Alamitos,  
Calif.

Report No.—SWRL-TN-5-72-63

Pub Date 20 Dec 72

Note—22p.

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—\*Computer Programs, \*Data Bases,  
Data Processing, \*Design, \*Electronic Data  
Processing, Flow Charts, Information Retrieval,  
Information Storage, Information Systems,  
Music, Systems Development, \*Vocal Music  
Identifiers—Computer Software Documentation,  
FORTRAN, \*SONG FILE DATA MATCH, Songs

Computer routines designed to determine if a  
song already exists in a song file data base are  
described. Written in FORTRAN IV, SONG  
FILE DATA MATCH compares the note  
sequence of songs in the data base and the one to  
be added to it. Information is then presented to  
the user which analyzes the sequence of notes  
and compares them to other songs. This docu-  
ment is intended to serve as the software docu-  
mentation for the programs. Included are a pro-  
gram description, data format specifications, pro-  
gram constraints and limitations, and operating  
instructions. Program flowcharts, program  
listings, and sample data forms and reports are  
also provided. (DGC)

ED 108 646 IR 002 169

Kline, Lanail  
Inventory of ASSET II (Addendum).  
Southwest Regional Laboratory for Educational  
Research and Development, Los Alamitos,  
Calif.

Report No—SWRL-TN-5-72-64

Pub Date 29 Dec 72

Note—47p.; Best copy available

EDRS Price MF-\$0.76 HC-\$1.95 PLUS

## POSTAGE

Descriptors—\*Computer Programs, Data  
Processing, Design, Electronic Data Processing,  
\*Equipment, \*Facility Inventory, Flow Charts,  
Information Processing, Information Systems,  
\*Management Systems, Recordkeeping  
Identifiers—Computer Software Documentation,  
Design Specifications, Equipment Inventory,  
INVENTORY OF ASSETS II

Changes in the INVENTORY OF ASSETS II  
computer programs are described. These changes  
result in the printing of information on assets  
whose unit price is less than 50 dollars. This  
document is intended to serve as supplemental  
software documentation and should be read in  
conjunction with IR 002 163 and IR 002 165.  
(DGC)

ED 108 647 IR 002 170

Ideda, Masumi

Program Description: Financial Master File  
Processor-SWRL Financial System.

Southwest Regional Laboratory for Educational  
Research and Development, Los Alamitos,  
Calif.

Report No—SWRL-TN-5-72-17

Pub Date 30 Mar 72

Note—7p.

EDRS Price MF-\$0.76 HC-\$1.58 PLUS

## POSTAGE

Descriptors—\*Accounting, \*Computer Programs,  
Data Processing, \*Design, Electronic Data  
Processing, Information Processing, Information  
Systems, \*Input Output, \*Management In-  
formation Systems, Management Systems,  
Recordkeeping, Research and Development  
Centers, Systems Development

Identifiers—Computer Software Documentation,  
Design Specifications, \*Financial System

Computer routines designed to produce various  
management and accounting reports required by  
the Southwest Regional Laboratory's (SWRL)  
Financial System are described. Input data  
requirements and output report formats are  
presented together with a discussion of the Financial  
Master File updating capabilities of the  
system. This document should be read concurrently  
with IR 002 133. (DGC)

ED 108 648 IR 002 172

Educational Media Catalogs on Microfiche. An  
Annual, 1975 Edition.

Olympic Media Information, New York, N.Y.

Pub Date 75

Note—9,016p.; Estimated pagination

Available from—Olympic Media Information, 161  
West 22nd Street, New York, New York 10011  
(\$42.50)

## Document Not Available from EDRS

Descriptors—\*Audiovisual Aids, \*Catalogs, \*In-  
structional Media, Purchasing, \*Visual Aids

Identifiers—Free Materials  
Educational Media Catalogs on Microfiche

(EMCOM) is a collection of catalogs from au-  
diovisual software distributors. These are firms  
which sell, rent, or distribute on a free-loan basis  
various films, filmstrips, videotapes, media kits,  
transparencies, slides, and other visual aids in  
current circulation among schools, universities,  
and businesses. The catalogs in this collection are  
identified by the name of the distributing or mar-  
keting agency. The fiche on which the catalog of  
a particular organization appears can be found by  
consulting the hard-copy, alphabetical index. The  
main body of this 1975 edition of EMCOM con-  
sists of the alphabetical index by distributor's  
name and ninety-two 98-frame positive  
microfiche. The catalogs of both major and minor  
distributors which were available in print as of  
March, 1975 are included. Other catalogs which  
are expected to appear during the rest of the year  
will be added to this main body in the form of  
supplementary fiche. (Author/SL)

ED 108 649 52 IR 002 173

Harris, Barbara

Expanding Services to Young Disadvantaged  
Adults. Public Library Training Institutes  
Library Service Guide No. 31.

Morehead State Univ., Ky. Appalachian Adult  
Education Center.

Spons Agency—Bureau of Libraries and Learning  
Resources (DHEW/OE), Washington, D.C.

Pub Date Dec 74

Grant—OEG-0-73-5341

Note—33p.

EDRS Price MF-\$0.76 HC-\$1.95 PLUS

## POSTAGE

Descriptors—Bibliographies, Costs, \*Disad-  
vantaged Youth, Guides, High Interest Low  
Vocabulary Books, Library Collections, \*Libra-  
ry Programs, \*Library Services, Outreach Pro-  
grams, Public Libraries, \*Young Adults, Youth  
Programs

After descriptions of some problems encoun-  
tered by disadvantaged youths and some general  
services libraries can provide, specific guidelines  
for library services to young disadvantaged adults  
are given. These include services both inside and  
outside the library: the selection of staff to work  
with the young adults, cooperation between the  
library and other agencies, planning special pro-  
grams, making contact with and encouraging par-  
ticipation of the young people, developing a col-  
lection for them, and analyzing costs. A list of  
source materials is included, along with lists of  
publishers, magazines, and non-print media  
sources and some examples of popular titles.  
There are examples of several library programs  
for young adults and a list of suggested readings.  
(LS)

ED 108 650 52 IR 002 174

Rawles, Beverly

Bookmobile Service: Moving the Library to Disad-  
vantaged Adults. Public Library Training In-  
stitutes Library Service Guide No. 21.

Morehead State Univ., Ky. Appalachian Adult  
Education Center.

Spons Agency—Bureau of Libraries and Learning  
Resources (DHEW/OE), Washington, D.C.

Pub Date Mar 75

Grant—OEG-0-73-5431

Note—34p.

EDRS Price MF-\$0.76 HC-\$1.95 PLUS

## POSTAGE

Descriptors—Adult Programs, \*Bookmobiles,  
Costs, \*Disadvantaged Groups, Guides, \*Libra-  
ry Services, Personnel Selection, Publicize,  
Public Libraries

Guidelines are given for providing bookmobile  
service to disadvantaged adults. There is infor-  
mation on selection and training of bookmobile  
staff, types of services which may be offered,  
stocking and displaying both print and non-print  
materials on the bookmobile, ways to determine  
bookmobile stops, publicizing the service, costs,  
and pitfalls to avoid. A list of readings is provided  
along with brief descriptions of the bookmobile  
services of eight libraries. (LS)

ED 108 651 52 IR 002 175

Rawles, Beverly

Group Library Tours for Disadvantaged Adults.  
Public Library Training Institutes Library Ser-  
vice Guide No. 13.

Morehead State Univ., Ky. Appalachian Adult  
Education Center.

Spons Agency—Bureau of Libraries and Learning  
Resources (DHEW/OE), Washington, D.C.

Pub Date Feb 75

Grant—OEG-0-73-5431

Note—20p.

EDRS Price MF-\$0.76 HC-\$1.58 PLUS

## POSTAGE

Descriptors—\*Adult Basic Education, Adult Pro-  
grams, \*Disadvantaged Groups, Guides,  
\*Library Instruction, Library Programs, Library  
Services, Public Libraries

In order to make disadvantaged adults aware of  
the resources of their public library, library tours  
for adult basic education classes and other groups  
are suggested. After a rationale for the tours and  
a description of tour clientele, guidelines are  
given for tour planning and arrangements, student  
preparation, transportation, refreshments, dis-  
plays, subjects to be discussed, films and other  
materials, tours for special occasions, and the  
issuing of library cards. In addition, there is a list  
of pitfalls to avoid as well as short descriptions of  
tour programs at several libraries. (LS)

ED 108 652 52 IR 002 176

Rawles, Beverly

Planning Expanded Library Services for Disad-  
vantaged Adults. Public Library Training In-  
stitutes Library Service Guide No. 9.

Morehead State Univ., Ky. Appalachian Adult  
Education Center.

Spons Agency—Bureau of Libraries and Learning  
Resources (DHEW/OE), Washington, D.C.

Pub Date May 75

Grant—OEG-0-73-5431

Note—52p.

EDRS Price MF-\$0.76 HC-\$3.32 PLUS

## POSTAGE

Descriptors—\*Adult Programs, \*Disadvantaged  
Groups, Evaluation Methods, Guides, \*Library  
Planning, Library Programs, Library Services,  
Library Surveys, Program Planning, \*Public  
Libraries

Identifiers—Ohio, Wilmington Public Library

The Appalachian Adult Education Center has  
developed a method of planning the expansion of  
library services to disadvantaged adults.  
Preplanning activities include assessing commu-  
nity needs and resources, assessing the resources of  
the library, and selecting and inviting the people  
to attend the planning session. The planning ses-  
sion itself should include composing a clear state-  
ment of purpose, reviewing community needs and  
problems and current library programs, and  
defining program objectives, activities, and  
responsibilities. The plan which results should  
contain these items and such information as the  
arrangements made with other agencies, budget  
and costs, a time schedule, and assignment of  
responsibility to specific individuals. Evaluation  
methods should include comparison of the library  
with existing standards and comparison of the  
program's accomplishments with its objectives, as  
well as a narrative record and statistics on the  
number of new library users. A list of libraries  
which have instituted such programs and a list of  
suggested readings are given. Appendixes include  
a preplanning information chart, a checklist of  
library resources, a sample community survey, an  
agenda for the planning session, and an example  
of a plan developed for the Wilmington (Ohio)  
Public Library. (LS)

ED 108 653 IR 002 177

Croneberger, Robert And Others

The Library as a Community Information and  
Referral Center. Public Library Training In-  
stitutes Library Service Guide No. 8.

Morehead State Univ., Ky. Appalachian Adult  
Education Center.

Spons Agency—Bureau of Libraries and Learning  
Resources (DHEW/OE), Washington, D.C.

Pub Date Apr 75

Grant—OEG-0-73-5431

Note—69p.

EDRS Price MF-\$0.76 HC-\$3.32 PLUS

## POSTAGE

Descriptors—\*Community Information Services,  
Disadvantaged Groups, Guides, Information  
Services, Library Planning, Library Programs,  
Library Services, Library Technical Processes,  
Outreach Programs, Publicize, \*Public Libra-  
ries, \*Referral, Subject Index Terms

A guide to planning information and referral  
(I&R) services as an integral part of public lib-  
rary services is given. The guidelines cover: (1) the  
importance of support by the library board and  
staff; (2) the assessment of objectives, clientele,  
information needs, and sources of information;  
(3) making decisions as to the type and amount  
of information the library will provide; and (4)  
necessary staffing and equipment. Ways of col-  
lecting, processing, and reviewing information are  
suggested. Outreach and public relations activities  
are discussed, and descriptions of I&R services at  
demonstration libraries are provided. Appendixes  
contain I&R subject headings, sample I&R sub-  
ject file and resource cards, and sample data col-  
lection and community contact forms. (LS)

ED 108 654 IR 002 178

McRae, Jane Carroll

Evening and Weekend Library Services for Disad-  
vantaged Adults. Public Library Training In-  
stitutes Library Service Guide No. 7.

Morehead State Univ., Ky. Appalachian Adult  
Education Center.

Spons Agency—Bureau of Libraries and Learning  
Resources (DHEW/OE), Washington, D.C.

Pub Date Dec 74

Grant—OEG-0-73-5431

Note—24p.



**EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE**

Descriptors—Adult Basic Education, \*Disadvantaged Groups, Guides, Library Extension, Library Planning, Library Programs, \*Library Services, \*Outreach Programs, Program Descriptions, Publicize, \*Public Libraries, Scheduling

Guidelines are given for expanding library hours so that disadvantaged adults may use library facilities and services on nights and weekends. There are discussions of cost, staffing, security problems, and publicity. Shifting library, bookmobile, and special programs to different hours; moving some programs outside the library; and special activities for Saturdays, Sundays, and weekends are also suggested. Some actual library programs that take place Sunday afternoon in a Black church, Friday night in a rural co-op and after school in a disadvantaged area are described. A list of practical recommendations is included. (LS)

**ED 108 655** IR 002 179

Shapiro, Lillian L.  
**Serving Youth: Communication and Commitment in the High School Library.**  
Pub Date 24 Jan 75  
Note—268p.

Available from—R. R. Bowker Company, P.O. Box 1807, Ann Arbor, Michigan 48106 (\$13.50)

**Document Not Available from EDRS**

Descriptors—Audiovisual Programs, Communication Problems, \*Educational Innovation, \*Educational Sociology, Futures (of Society), High School Students, \*Instructional Materials Centers, Instructional Technology, Librarians, Library Role, Library Standards, Media Specialists, School Community Relationship, \*School Libraries, Secondary Education, Secondary School Teachers, Textbooks

Identifiers—American Library Association, Future Shock, National Education Association

Sociological changes in secondary school education are surveyed, with an emphasis on the attitudes of high school librarians as professionals. Cynicism among high school adolescents, the importance of peer identity, and the responsibilities of the high school library are also investigated. Several realistic goals are suggested to encourage librarian use of non-print materials and the improvement of communications between media-oriented instructors and librarians. Justifications are presented for the American Library Association (ALA) School Library Bill of Rights for Media Center Programs which seeks to provide consultant services and encourage the use of media resources and facilities. Libraries without walls, the librarians' role in creating new materials, and the effective handling of this new concept are discussed. Several points of emphasis are included that relate to the psychology of learning and individual differences of students. Appendices include a Guide to Media Materials, the ALA Policy Statement on Library Education and Manpower, the School Library Bill of Rights, American Association of School Librarians Statement of Purpose, and The National Education Association Bill of Teacher's Rights. (DS)

**ED 108 656** IR 002 180

Library Handbook.  
Ford Foundation, New York, N.Y.  
Pub Date Jan 75  
Note—54p.

**EDRS Price MF-\$0.76 HC-\$3.32 PLUS POSTAGE**

Descriptors—\*Library Collections, \*Library Guides, Library Reference Services, Library Services, \*Library Technical Processes, Manuals, \*Special Libraries  
Identifiers—\*Ford Foundation

A handbook of the procedures and organization of the Ford Foundation Library, a current reference library, this manual includes forms used for selection, acquisition, and circulation of the Foundation's library materials. The manual was written for the use of the Foundation staff but includes a broad informational outline on which to base the organization of any special library. (DS)

**ED 108 657** IR 002 181

Waters, Peter  
**Procedures for Salvage of Water-Damaged Library Materials.**  
Library of Congress, Washington, D.C. Administrative Dept.  
Pub Date 75

Note—40p.

**EDRS Price MF-\$0.76 HC-\$1.95 PLUS POSTAGE**

Descriptors—Archives, Books, Cleaning, Films, Libraries, \*Library Materials, \*Preservation, Repair

Identifiers—\*Water Damaged Materials

Procedures for salvaging water-damaged books, film, archives, and other library materials are outlined, from assessment of damage to final returning books to shelves. Advice is given on removing the materials, packing, freezing, drying, treating for mold, sterilizing, removing mud, forming a salvage team, evaluating losses, salvaging the catalog, keeping records, controlling humidity and temperatures in work and storage areas, and handling the chemicals necessary in the process. Initial emergency procedures are summarized. Appendixes list sources of assistance, services, supplies, and equipment. (LS)

**ED 108 658** IR 002 183

Debes, John L., III

**The Eyeful Power.**

Pub Date 15 Apr 75

Note—21p.; Paper presented at the Association for Educational Communications and Technology Annual Convention (Dallas, Texas, April 15, 1975)

**EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE**

Descriptors—Audiovisual Aids, \*Early Childhood Education, Nonverbal Learning, Speeches, Testing, \*Visual Learning, \*Visual Literacy

Identifiers—\*National Center for Visual Literacy  
Intelligence Quotient (IQ) tests show that there is a rise in IQ measurement up to age 5 1/2, yet the IQ levels off and drops at age 8 1/2. The shift from unrestricted television viewing for preschoolers to the emphasis on verbal communication in school may be the cause. Visual languages within a symbolic system could be one method of communication of ideas between people. Visual literacy is centered in the right cerebral hemisphere of the average person; therefore children are accumulating language experiences in the right hemisphere until they enter school and are urged to use verbal communication, a left hemispheric activity. An experiment was conducted using boys with above average intelligence who had reading problems. It was learned that all three had an unusually high capacity for three dimensional visualization, a characteristic of artists, architects, and other visually oriented people. Visual communication should be seen as a form of sequential language and not necessarily a form of aesthetic expression. (DS)

**ED 108 659** IR 002 184

Debes, John L., III

**Mind, Languages, and Literacy.**

Pub Date 29 Nov 74

Note—9p.; Paper presented at the Annual Convention of the National Council of Teachers of English (New Orleans, Louisiana, November 29, 1974)

**EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE**

Descriptors—\*Cerebral Dominance, Intellectual Development, Intelligence Quotient, Language Ability, Language Research, \*Learning Modalities, Mental Development, Neurological Organization, Nonverbal Ability, Perceptual Development, Reading Ability, Reading Research, \*Television Viewing, \*Verbal Ability, Visual Learning, \*Visual Literacy

For the past 100 years we have been acting as if education in school was of words, by words, and for words, but in fact verbal literacy was preceded by visual literacy when humans communicated with body language before they had speech. American educators have been concentrating efforts on the left hemisphere of the brain in which the verbal language skills, including reading and writing, develop and ignoring the right hemisphere of the brain in which visual sequencing, visual literacy, and visual patterning develop. Quite by accident, television has begun to cultivate the right side of the brain. That this may be so was discovered when Dr. Robert Thorndyke and others began to revalidate the Stanford-Binet IQ test, and it was found that the IQ of children changes, rising sharply at about age 2 when children begin paying attention to television and declining at age of 5 1/2 when children begin school and are pressed in the direction of verbal activities and forced away

from the visual activities in which they have become skilled. Programs in several schools have shown that training in visual skills can produce a marked increase in verbal skills. (KKC)

**ED 108 660** 95 IR 002 185

Bramble, William J., And Others

**Education on the Beam: A Progress Report on the Appalachian Education Satellite Project.**

Appalachian Education Satellite Project, Lexington, Ky.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date 1 Apr 75

Grant—NIE-74-4/CO-3009-1OE-0531

Note—23p.; Based on a paper presented at the Annual Meeting of the American Educational Research Association (Washington, D. C., April 1, 1975)

**EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE**

Descriptors—\*Communication Satellites, Course Evaluation, Educational Quality, \*Educational Television, Education Courses, Equipment Evaluation, Evaluation Methods, Inservice Courses, \*Inservice Teacher Education, \*Media Technology, Radio Technology, \*Rural Areas

Identifiers—\*Appalachia, Applied Technology Satellites, ATS6

The Appalachian Regional Commission (ARC) saw the sixth Applied Technology Satellite (ATS-6) as a means of improving the quality of inservice teacher education by distributing high quality courses from a central source. There were 15 classroom sites scattered from New York to Alabama; the basic television reception equipment cost approximately \$4,000 per site. Five of the 15 sites were also equipped to receive and transmit 2-way radio via ATS-3. There were 4 major learning activities: (1) 30-minute, pretailed televised programs which included lectures, interviews, and demonstration teaching; (2) audio reviews of the pretailed television programs; (3) live seminars which allowed students to ask questions of their teachers and other experts; and (4) resource libraries at each site. There is a one-page summary of each of the following: evaluation strategies; how well did the equipment work; how well did the system for relaying seminar questions work; what were the participants like; how well did the participants like the different learning activities; how much did the participants learn; did the participants become convinced of the values of course concepts and procedures; are the teachers using the skills learned; and conclusions. (KKC)

**ED 108 661** IR 002 186

**Installation Manual for the Uniform System of Coordinate Indexing.**

Documentation Inc., Washington, D.C.

Spons Agency—Department of Defense.

Washington, D.C.

Report No—PB-126-671

Pub Date Oct 53

Note—31p.

Available from—Photoduplication Service, Library of Congress, 10 First Street, S.E., Washington, D.C. 20540 (PB 126 671, Photocopy \$8.00; Microfiche \$4.00)

**EDRS Price MF-\$0.76 PLUS POSTAGE. HC Not Available from EDRS.**

Descriptors—\*Coordinate Indexes, \*Indexing, \*Information Retrieval, \*Information Storage, Manuals, Search Strategies, Subject Index Terms

Identifiers—\*Uniterm System

The Uniterm system of coordinate indexing, developed by the Armed Services Technical Information Agency, provides a method for the organization, storage, and retrieval of information. The contents of reports are analyzed, and terms are assigned to the documents. For each term there is a card upon which the accession number of documents assigned that term are entered. Reports may be retrieved by looking up the appropriate term or by comparing the document numbers on two or more term cards. Thus, the identical numbers appearing on the three cards "air" and "ducts" and "icing" would lead to documents on air duct icing. The document may then be retrieved directly, or a card containing bibliographic information, abstract, and uniterms may be consulted. Rules and directions for indexing and posting are given, along with some references and search methods. (LS)

**ED 108 662** IR 002 187

Blake, Reed H. Haroldsen, Edwin O.

**A Taxonomy of Concepts in Communication.**

Pub Date 1 Jun 75

Note—158p.; Humanistic Studies in the Communication Arts series

Available from—Hastings House, Publishers, Inc., 10 East 40th Street, New York, New York 10016 (\$6.95 cloth; \$4.95 paper)

**Document Not Available from EDRS**

Descriptors—Classification, Communication (Thought Transfer), \*Communications, \*Conceptual Schemes, Information Networks, \*Information Theory, Mass Media, Media Research, \*Taxonomy, Telecommunication

To provide a body of descriptive information in the communications field, simple explanations of 60 basic concepts are provided. Covered are basic elements of communication, forms of communication, what is communicated, process and effects, mass media functions, social environment for communication, and investigative approaches and tools. Concepts are cross-indexed and listed alphabetically and explanations are numbered. A bibliography is appended, along with subject and author indexes. (SK)

**ED 108 663** 88 IR 002 189

Curtis, Ron

**Media Now.**

Southwest Iowa Learning Resources Center, Red Oak.

Pub Date 20 Mar 75

Note—12p.; Paper presented at the Illinois Audio Visual Association Spring Conference (March 20 through 22, 1975)

**EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE**

Descriptors—Audiovisual Aids, Behavioral Objectives, \*Course Descriptions, Educational Television, Individualized Instruction, Learning Activities, \*Mass Media, \*Secondary Education Identifiers—Elementary Secondary Education Act Title III, ESEA Title III, \*Media Now Project

Developed by the Southwest Iowa Learning Resources Center, Media Now is a course for secondary students in media studies. Curriculum concentration is on television, film, radio, and recorded sound. Individualization of instruction, behavioral science, and mediated learning packages are employed with each module interrelated through printed material. The goals of the original project were to develop an 18-week course of instruction for the grades 10 through 12, designed to increase knowledge, skills, and positive attitudes toward media. Instrumentation was designed and developed to measure the effects of (1) media exposure, (2) perceptions of media messages, (3) susceptibility of media influences, (4) behavior modification and media technologies, (5) functional categories of affective responses to media messages. The course covers experience in varied forms of media, and student performance was evaluated by locally devised measurements. After two years, this evaluation revealed that student usage of media had improved attitudes toward school and that students selected a greater diversity of program types. (DS)

**ED 108 664** IR 002 190

Brown, John Seely Rubinstein, Richard

**Recursive Functional Programming for the Student in the Humanities and Social Sciences.**

Revised Edition.

California Univ., Irvine. Dept. of Information and Computer Science.

Report No.—UCI-ICS-TR-27a

Pub Date Sep 74

Note—53p.

**EDRS Price MF-\$0.76 HC-\$3.32 PLUS POSTAGE**

Descriptors—Abstraction Levels, \*Computer Programs, \*Computer Science Education, \*Course Descriptions, Fundamental Concepts, Humanities, Logic, Problem Sets, Problem Solving, \*Programming, \*Programming Languages, Social Sciences

Identifiers—\*LOGO

Concepts in recursive functional programming form the basis of a course designed to introduce Humanities and Social Science students to computer programming. Unlike many introductory courses, recursion was taught prior to any mention of iteration or assigned operations. LOGO, a non-numeric language originally invented for use by children, was chosen as the medium. A brief

summary is made of LOGO, and the assigned problems are described, along with the motivation behind each. This technical report considers how theoretical ideas about computing can be explained intuitively and how, by choosing some metaphors that are particularly meaningful to the non-science student, these abstract ideas can be presented effectively. Some of the limitations and hindrances of the course are described, and suggestions for circumventing them in the future are offered. (KKC)

**ED 108 665** IR 002 191

Stice, James E.

**Seventeen PSI Projects at the University of Texas at Austin.**

Texas Univ., Austin.

Pub Date 22 Mar 75

Note—10p.; Paper presented at the National Conference on Personalized Instruction in Higher Education (2nd, Los Angeles, California, March 20 through 22, 1975)

**EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE**

Descriptors—Class Size, College Students, Cost Effectiveness, Course Evaluation, Dropout Rate, Engineering Education, Grades (Scholastic), \*Higher Education, \*Individualized Instruction, \*Individualized Programs, \*Program Evaluation, Retention, Study Habits, Teaching Methods

Identifiers—Alfred P. Sloan Foundation, Keller Plan, \*Personalized System of Instruction, PSI, University of Texas

Progress on the University of Texas personalized system of instruction (PSI) project is described. Twelve courses in the College of Engineering and five in other colleges were developed for PSI under a grant from the Alfred P. Sloan Foundation. Each of those courses has now been offered at least once, thus making it possible to begin evaluating the program. Nine questions on the effectiveness, efficiency, student and faculty acceptance, and longer term utility of PSI are discussed. (DGC)

**ED 108 666** IR 002 192

Follette, Joseph F.

**Home and School as Longer-Term Alternative Sites for Interactive Instruction.**

Southwest Regional Laboratory for Educational Research and Development, Los Alamitos, Calif.

Report No.—SWRL-TN-2-72-31

Pub Date 27 Jul 72

Note—11p.

**EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE**

Descriptors—Autoinstructional Aids, \*Autoinstructional Methods, Cable Television, Computer Assisted Instruction, Computers, \*Cost Effectiveness, Costs, Educational Television, Electronic Equipment, \*Futures (of Society), \*Home Instruction, Individualized Instruction, Interaction, Man Machine Systems, \*Social Values, Teaching, Teaching Methods, Television, Values

Positive and negative implications of the eventuality that American homes will be equipped to provide interactive instruction in the home well before the end of the century are discussed, together with the limitations appropriate to such instruction. Home and rural schools are compared as potential sites for purposes of longer-term planning with reference to interactive instruction. (Author)

**ED 108 667** IR 002 194

Berkman, Dave

**Descriptions of Children's Television Series Produced Under the Emergency School Aid Act (P.L. 92-318).**

Bureau of School Systems (DHEW/OE), Washington, D.C. Div. of Equal Educational Opportunity Program Operations.

Pub Date 74

Note—9p.

**EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE**

Descriptors—Bilingual Students, \*Educational Television, Elementary Secondary Education, Ethnic Groups, \*Minority Group Children, \*Programming (Broadcast), Publicize, \*Public Television, Racial Attitudes, Television Commercials

Identifiers—\*Emergency School Aid Act, Public Broadcasting Service, Public Service Spot Announcements

Twelve separate educational television program series of varying lengths are listed and described. An attached fact sheet explains the production and evaluation of public service spot announcements to be released through commercial stations to inform young viewers that these shows could be seen on the Public Broadcasting Service network. (DS)

**ED 108 668** IR 002 195**New Trends in the Utilization of Educational Technology for Science Education.**

United Nations Educational, Scientific, and Cultural Organization, Paris (France).

Pub Date 74

Note—248p.

Available from—UNIPUB, Box 433, Murray Hill Station, New York, New York 10016 (\$11.60)

**Document Not Available from EDRS**

Descriptors—Computer Assisted Instruction, Developing Nations, Educational Development, Educational Radio, \*Educational Technology, Educational Television, \*Facility Utilization Research, Instructional Media, Multimedia Instruction, Programed Instruction, \*Science Education, State of the Art Reviews, \*Teacher Education, Technical Education

Identifiers—ICSU, International Council of Scientific Unions, \*UNESCO

To explore current trends in the utilization of educational technology to improve the teaching and learning of science at all levels, a series of state-of-the-art papers was prepared, then reviewed by the authors and nine other specialists at a meeting convened jointly by UNESCO and the Committee on Science Teaching of ICSU (International Council of Scientific Unions). The revised papers and two additional contributions cover computer-based science education, programed learning in science education, the use of television and radio in science education, theory and selection of learning media, integrated multimedia systems both with and without television and radio, educational technology in the professional training of teachers, and educational technology applied to the learning of science in developing countries. An introduction provides a layman's impression of the meeting. Names of participants are appended. (SK)

**ED 108 669** IR 002 197

Schlacher, Gail

**Planning for Priorities: A Survey of Academic Library Use.**

California State Univ., Long Beach.

Pub Date 75

Note—62p.

**EDRS Price MF-\$0.76 HC-\$3.32 PLUS POSTAGE**

Descriptors—Library Collections, \*Library Services, \*Library Surveys, \*Questionnaires, Statistical Data, \*University Libraries, Use Studies

Identifiers—\*California State University Long Beach, Hours of Operation

At California State University, Long Beach, 1263 students and faculty members responded to a questionnaire regarding the university library. The four part instrument questioned the respondents' faculty position or student class, course level, and major; their use of the library, both type and frequency; attitudes toward staff, collection, and hours; and desired evening and weekend hours for various service areas. Space was also provided for comments. Statistical data gathered from the questionnaire were assembled into tables concerning the respondents' characteristics, attitudes, library use, desired hours and services, and student majors in relation to library use and needs. The major results of the survey were indications of a strong desire for more weekend hours, especially for the reserve book room, current periodicals, and microforms. A copy of the questionnaire and a list of respondents' comments are included in the appendix. (LS)

**ED 108 670** IR 002 199

Rominger, Carol A., Ed.

**Handbook for English 48: Introduction to Library Research and Bibliography.**

California Univ., Davis. Univ. Library.

Pub Date 75

Note—121p.

**EDRS Price MF-\$0.76 HC-\$5.70 PLUS POSTAGE**

Descriptors—Bibliographies, Book Reviews, Catalogs, Course Descriptions, Documentation,

\*English Curriculum, Higher Education, Indexes (Locators), Library Automation, \*Library Guides, \*Library Instruction, Library Materials, Library Skills, Reference Materials, Search Strategies, \*University Libraries

A handbook has been produced at the University of California at Davis (UCD) for an English course titled "Introduction to Library Research and Bibliography." The course includes a term project, practical assignments, and eight lectures: (1) introduction to the library; (2) card catalog; (3) reference works; (4) serials, indexes, and abstracts; (5) government documents; (6) bibliographies; (7) research strategies, review sources, and evaluation of materials; and (8) maps, microforms, and automation. Objectives for the student include familiarizing himself with UCD's resources, increasing competence in information location techniques, developing a systematic method of research, and learning the principles and forms of documentation. Students also learn about library history, organization, procedures, and terminology. (LS)

**ED 108 671** IR 002 200  
Arizona Long-Range Program Revised and Extended 1976/1980.

Arizona State Dept. of Library and Archives, Phoenix.  
Pub Date 75

Note—50p.  
**EDRS Price MF-\$0.76 HC-\$1.95 PLUS POSTAGE**

Descriptors—Costs, Evaluation Methods, Handicapped, Information Services, Institution Libraries, Library Cooperation, Library Facilities, Library Networks, \*Library Planning, Library Services, Library Standards, Program Planning, \*Public Libraries, \*State Libraries, \*State Programs, Statewide Planning  
Identifiers—\*Arizona, Library Services and Construction Act, LSCA

The revised long-range plan (1976-1980) for library services in Arizona begins with an overview of the state library organization and the present library service in the state. Thereafter needs, goals, and objectives are identified, and activities are outlined in the areas of regional development, county libraries, the library extension service, institution libraries, services to the handicapped, library construction, interlibrary cooperation, the state library network, interstate cooperation, and procedures for implementing the Library Services and Construction Act, Title III. There is a summary of evaluation methodology; part of which is a list of published library standards. A separate section is devoted to a hierarchical arrangement of needs, goals, objectives, and tasks and a flow chart relating these to costs, time frame, and evaluation. (LS)

**ED 108 672** IR 002 201  
User's Guide to SCORPIO (Subject-Content Oriented Retriever for Processing Information Online).

Library of Congress, Washington, D.C. Information Systems Office.  
Pub Date Jan 75

Note—111p.; Best copy available  
**EDRS Price MF-\$0.76 HC-\$5.70 PLUS POSTAGE**

Descriptors—Bibliographic Citations, Bibliographies, Computer Programs, Electronic Data Processing, Government Libraries, Information Processing, \*Information Retrieval, Information Sources, \*Information Systems, Legislative Reference Libraries, Libraries, \*Library Automation, Library Reference Services, Man Machine Systems, Manuals, \*National Libraries, \*On Line Systems, Political Issues  
Identifiers—Library of Congress, SCORPIO

SCORPIO (Subject Content-Oriented Retriever for Processing Information On-line), a set of computer programs developed by the Library of Congress for use by the Library's staff, is described. Intended as a users guide for those not trained in data processing, this document presents the system's general characteristics together with a listing of its commands. Examples of their use in searching the system files are provided. The appendices include: (1) a listing of special display commands available to the user, (2) a description of the contents and organization of the files that can be searched—Legislative Information File, Bibliographic Citation File, Major Issues File, and the National Referral Center File, (3) operating instructions for commonly used remote terminals,

and (4) a listing of SCORPIO messages that the user may encounter. (DGC)

**ED 108 673** IR 002 202  
ERIC/OHIO: Ohio Information Resources Research Reports Available from Educational Resources Information Center.

Ohio State Library, Columbus.  
Pub Date Mar 75

Note—33p.  
**EDRS Price MF-\$0.76 HC-\$1.95 PLUS POSTAGE**

Descriptors—\*Annotated Bibliographies, Library Automation, Library Networks, \*Library Research, \*Library Science, Regional Libraries, \*State Libraries  
Identifiers—\*Ohio

The abstracts in this bibliography are from the Educational Resources Information Center (ERIC) system and they appeared in its publication "Resources in Education." The documents represented here report on library studies based in Ohio and include reports generated by the state library or resulting from research assisted by state library grants. Reports are listed by ERIC (ED) number. Author, title, and subject indexes are provided. Instructions are given for purchasing microfiche copies of these documents from ERIC or for obtaining paper copies on loan from the Ohio State Library. (Author/SL)

**ED 108 674** IR 002 203  
Lyon, Becky J.

Mind Transplants Or: The Role of Computer Assisted Instruction in the Future of the Library.

Lister Hill National Center for Biomedical Communications, Bethesda, Md.  
Pub Date 75

Note—19p.  
**EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE**

Descriptors—\*Computer Assisted Instruction, Costs, \*Educational Trends, \*Health Occupations Education, Higher Education, Instructional Materials Centers, Interinstitutional Cooperation, \*Library Automation, Library Equipment, Library Networks, Medical Education, National Programs, \*Networks, Professional Education, Program Descriptions, Time Sharing

Computer assisted instruction (CAI) may well represent the next phase in the involvement of the library or learning resources center with media and the educational process. The Lister Hill Center Experimental CAI Network was established in July, 1972, on the recommendation of the National Library of Medicine, to test the feasibility of sharing CAI materials through a national computer network. Three suppliers of CAI programs—Ohio State University, the Massachusetts General Hospital, and the University of Illinois Medical Center in Chicago—combined with one commercial time-sharing corporation to realize the network concept. CAI programs on the network are applicable to health science users at all levels and have been utilized by over 100 health science institutions. The network was initially free to users. While the institution of charges caused an initial drop in the number of users, their numbers have risen again, and the network is now self-supporting. This network method may be too expensive to allow most libraries to make effective use of CAI, but costs could be cut through the use of minicomputers and intelligent terminals. (Author/SL)

**ED 108 675** IR 002 204  
Castellucci, Art. Ed. Taylor, Kenneth I., Ed.  
Bicentennial Ideas from the Library Media Center.

Villanova Univ., Pa. Dept. of Library Science.  
Pub Date 75

Note—12p.  
**EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE**

Descriptors—Instructional Innovation, \*Instructional Materials Centers, Librarians, Media Specialists, School Libraries, \*Student Projects, \*United States History  
Identifiers—\*Bicentennial

Twelve ideas for stimulating interest in the Bicentennial are briefly described. Ideas contained in this booklet are intended for implementation by library media specialists and teachers. The projects, interdisciplinary in nature, can be used as stated or adapted to meet individual dif-

ferences of the Library Media Staff. The suggestions include: creation of a film for a time capsule, selection of ten books to be saved for the future, and a monthly project in conjunction with the local historical society. (Author/DS)

**ED 108 676** IR 002 206  
EUDISED R & D Information; Netherlands. Experimental Issue.

Council for Cultural Cooperation, Strasbourg (France). Ad Hoc Committee for Educational Documentation and Information.

Pub Date Apr 75  
Note—50p.  
**EDRS Price MF-\$0.76 HC-\$1.95 PLUS POSTAGE**

Descriptors—College Students, Documentation, Educational Development, Educational Programs, \*Educational Research, International Organizations, Mathematics Instruction, National Organizations, Nursery Schools, Pilot Projects, Preschool Programs, Program Proposals, Project Applications, Researchers, \*Research Projects, \*Research Reviews (Publications), Secondary School Teachers, Simulation, Student Research  
Identifiers—\*EUDISED, Netherlands

In connection with the first simulation exercise of the Council of Europe's EUDISED project carried out in the field of research and development in education, national agencies were asked to provide 5-page reports on completed research and pilot projects. The Netherlands report covers 12 projects, providing for each the theme, project team, background and aims, present status, recommendations, and bibliographies. Topics covered include an inventory and analysis of problems related to lowering the nursery school age; designing and testing a compensatory preschool program; development of objectives of modern math instruction; the task of the teacher in secondary education; educational system construction; and creativity and cognitive style of students in postsecondary schools. (SK)

**ED 108 677** IR 002 207  
Swedish Behavioural Science Research Reports (Betetensvetenskapliga Rapporter) 1973/74.

National Library for Psychology and Education, Stockholm (Sweden).  
Pub Date 75

Note—415p.  
Available from—National Library for Psychology and Education, Statens Psykologisk-Pedagogiska Bibliotek, Box 23 099, S-104 35 Stockholm, Sweden

**EDRS Price MF-\$0.76 HC-\$20.94 PLUS POSTAGE**

Descriptors—\*Behavioral Science Research, \*Educational Research, \*Indexes (Locators), Research Directors, Researchers, \*Research Reviews (Publications), Research Tools  
Identifiers—\*Sweden

Current research in 23 areas of behavioral science conducted by Swedish investigators and institutions is reported and summarized. Each report includes the project's author or institution, title, reference, key words, and abstract, along with the date of publication, number of pages, language used, and whether the report is final or interim. Reports are cross-indexed by author, subject and institution. A list of sponsoring foundations is included. (SK)

**ED 108 678** IR 002 209  
Alvir, Howard P.

Things I Look for When Asked to Attend a Conference or an Inter-Campus Information System Meeting.

Pub Date 5 May 75  
Note—24p.  
**EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE**

Descriptors—Attendance Patterns, Communication (Thought Transfer), \*Conferences, Decision Making, Diffusion, Evaluation, \*Evaluation Criteria, \*Information Dissemination, \*Meetings, Organizations (Groups), Speeches, \*Training, Training Objectives  
Identifiers—Agendas

A series of considerations intended to improve the level of information transfer and dissemination in conferences and intercampus meetings are described. Included are suggestions for (1) setting agendas, (2) maximizing training effect, (3) taking best advantage of typical attendance patterns of participants, (4) presenting information for



more effective decision making, and (5) evaluating the process and outcomes of the meeting or convention. Each of these components is then placed in the context of conducting community surveys. (DGC)

**ED 108 679** IR 002 210  
Computers and Early Books. Report of the LOC Project Investigating Means of Compiling a Machine-Readable Union Catalogue of Pre-1801 Books in Oxford, Cambridge and the British Museum.

Pub Date 16 Sep 74

Note—131p.

Available from—International Scholarly Book Services, Inc., P.O. Box 4347, Portland, Oregon 97208 and Mansell Information/Publishing Limited, 3 Bloomsbury Place, London WC1A 2QA, England (\$12.00)

Document Not Available from EDRS

Descriptors—Automation, Book Catalogs, Cataloging, Catalogs, College Libraries, \*Computers, Electronic Data Processing, Experimental Programs, Input Output, \*Library Collections, \*Union Catalogs, University Libraries  
Identifiers—\*Early Books

A union list of pre-1801 books in British libraries has long been needed, but its compilation has always fallen outside the capacities of existing manual systems. This report discusses an experimental project to devise, test, and evaluate techniques for the compilation of such a union catalog. To scale down the proposed catalog for the experiment, it was decided to restrict the investigation to books cataloged under the letter "O." The techniques described include a formula, called a fingerprint, for the identification of old books which is derived from the texts of the books themselves and ensures a high degree of accuracy in bibliographic matching. The report contains information and recommendations for bibliographers and librarians concerned with automation. (Author/KKC)

**ED 108 680** 95 IR 002 212  
Acronyms and Initialisms of Library Networks. First Draft.

Stanford Univ., Calif. ERIC Clearinghouse on Information Resources.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date Jul 75

Contract—NIE-C-74-0027

Note—11p.

**EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE**

Descriptors—\*Abbreviations, \*Directories, Library Cooperation, \*Library Networks, National Surveys, Program Descriptions, Telecommunication

Library networks all over the United States are listed in this directory. For the purposes of this list, a library network is defined as a cooperative effort which involves different types of libraries or which employs advanced telecommunication links. Coverage is most complete for states which have published information on their networking activities. Many equivalent efforts of states which have not published information may be omitted. Entries are listed alphabetically by the network's acronym or initials. Each entry provides the network's name and address and a brief outline of its age, coverage, and/or special features. When possible, a citation is given to a document which provides further description of the network. An ED number is given for those cited documents which are currently available through the Educational Resources Information Center (ERIC). (Author/SL)

**ED 108 681** IR 002 213  
Fletcher, J. D.

Computer Applications in Education and Training: Status and Trends.

Navy Personnel Research and Development Center, San Diego, Calif.

Report No.—NPRDC-TR-75-32

Pub Date Apr 75

Note—63p.

**EDRS Price MF-\$0.76 HC-\$3.32 PLUS POSTAGE**

Descriptors—Armed Forces, Colleges, \*Computer Assisted Instruction, Computer Oriented Programs, Educational Technology, \*Higher Education, Industry, Instructional Design, Man Machine Systems, Military Organizations, \*Military Training, \*Public Schools, \*State of

the Art Reviews, Teaching Machines, Training, Universities  
Identifiers—\*Navy

Updating information on various developmental efforts in computer-based training, this report provides information on new developments that may have implications for Navy training. Although projects in the military services are emphasized, major developments in the civilian sector are also reviewed. The range of activities emphasizes the use of computers for teaching and includes a wide variety of computer aids to instruction. Information for this report was gathered from reports supported under a Navy contract and from a continuing survey of other developments in computer-based instruction. It is organized under five major topic headings: (1) military activities, (2) civilian activities, (3) systems developments, (4) current issues in instructional design, and (5) state-of-the-art and Navy training needs. An overview is provided for each of the major topic areas as well as for many subtopic areas. A supporting bibliography is also included. (Author/DGC)

**ED 108 682** IR 002 214  
McCann, Patrick H.

Training Mathematics Skills with Games.

Navy Personnel Research and Development Center, San Diego, Calif.

Report No.—NPRDC-TR-75-28

Pub Date Apr 75

Note—26p.

**EDRS Price MF-\$0.76 HC-\$1.95 PLUS POSTAGE**

Descriptors—Comparative Analysis, \*Computer Assisted Instruction, \*Educational Games, Mathematics Instruction, Methods Research, \*Military Training, Post Secondary Education, \*Remedial Mathematics, \*Student Reaction, Time Factors (Learning)  
Identifiers—PLATO IV

The efficiency of using games presented on the PLATO IV instructional system to provide remedial mathematics training for Basic Electricity/Electronics School trainees was tested. Two learning tasks which provide the most difficulty for students were selected and instructionally programmed for the PLATO IV system. Drill and practice routines for the two tasks were prepared in three methods. Two games were designed which utilized PLATO IV display capabilities, along with a conventional problem presentation followed by answer feedback routine. A group of students was assigned to each of the counterbalanced order of the independent tasks. Within each group, students received one of the six possible combinations of the three methods. No significant differences in performance or training time measures were found between the three training methods. Questionnaire data indicated that students who experienced both game mathematics practice and conventional practice definitely preferred game practice. It was observed that the effectiveness of using games as an instructional technique suffered more than that of the conventional method when PLATO IV hardware and software operations were unstable. (Author/SL)

**ED 108 683** IR 002 216  
Design of Information Systems in the Social Sciences. Research Reports, Series A no. 2. Size, Growth, and Composition of Social Science Literature.

Bath Univ. of Technology (England), Univ. Library.

Pub Date Mar 75

Note—387p.

Available from—University of Bath Library, Claverton Down, Bath BA2 7AY, England (2.50 English pounds)

**EDRS Price MF-\$0.76 HC-\$19.67 PLUS POSTAGE**

Descriptors—Books, Comparative Analysis, Futures (of Society), Humanities, Information Systems, \*Productivity, Publications, \*Publishing Industry, Sciences, \*Social Sciences, Statistical Analysis, Statistical Surveys, Tables (Data), \*Trend Analysis  
Identifiers—Bibliometrics, \*Monographs

A study was conducted of the production, size, growth, and composition of the serial and monograph literature of the social sciences, together with some comparative data from the sciences and humanities. Data on the social science serial literature was obtained by analysis of the Check

List of Social Science Serials—a machine readable data base constructed specifically for this project on the design of information systems for the social sciences. A wide range of published and unpublished primary and secondary statistics were used for a variety of other analyses. The analyses of literature growth showed that it is necessary to re-examine the widely held view that the bulk of literature growth has been and will continue to be exponential. Accelerating and exponential growth has occurred in much of the serial literature, but in only a few parts of the monograph literature. Production and growth characteristics in different forms of literature and subjects were compared. The relevance of bibliometric data for the design and management of bibliographic information systems is discussed. Extensive data tables are appended. (Author/PF)

**ED 108 684** IR 002 217

Clarke, Virginia

A Report Regarding Investigations Prior to the Selection of a Format for Local Original Cataloging of Nonbook Materials.

Texas Woman's Univ., Denton, Library.

Pub Date 75

Note—54p.

**EDRS Price MF-\$0.76 HC-\$3.32 PLUS POSTAGE**

Descriptors—\*Audiovisual Aids, \*Cataloging, Catalogs, Classification, Instructional Materials Centers, \*Instructional Media, Library Automation, University Libraries

Identifiers—Anglo American Cataloging Rules, International Standard Bibliographic Description

Current trends are surveyed in the cataloging of nonbook materials and recommendations are made regarding local original cataloging while standard forms are being developed, with further suggestions about storage of these materials. It is recommended that the local cataloging format for nonbook materials be based on the Draft Revision of Chapter 12, Anglo-American Cataloging Rules which applies the International Standard Bibliographic Description to the cataloging of motion pictures and other media. One cataloging form is to be used for all media not yet authorized for computer input with provisions for variations in the physical description. It is further recommended that Library of Congress classification numbers be assigned in brackets for future use in computer retrieval and that a medium designator code plus a serial number be used in the call number. Sample media codes, cards, and work sheets are attached. (Author/DS)

**ED 108 685** 95 IR 002 218

Kirschner, Charlene D. And Others

Doctoral Research in Educational Media 1969-1972.

Stanford Univ., Calif. ERIC Clearinghouse on Information Resources.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date Jun 75

Contract—NIE-C-74-0027

Note—102p; Earlier edition is ED 047 495

Available from—Box E, School of Education, Stanford University, Stanford, California 94305 (\$5.00, check made out to "Box E" must accompany order); American Library Association, 50 E. Huron St., Chicago, Illinois 60611 (\$5.00)

**EDRS Price MF-\$0.76 HC-\$5.70 PLUS POSTAGE**

Descriptors—Annotated Bibliographies, \*Audiovisual Instruction, \*Computer Assisted Instruction, \*Doctoral Theses, Educational Technology, Elementary Secondary Education, Films, Filmstrips, Higher Education, Instructional Materials Centers, \*Instructional Media, Library Research, \*Media Research, Phonotape Recordings, Physical Education, Programmed Instruction, Slides, Television

Dissertations were selected for inclusion in this annotated bibliography if they used some form of educational media as the subject or as the methodology of their research. Selections were made from "American Doctoral Dissertations" and from "Dissertation Abstracts." For those selected from the latter, volume and page citations to "Dissertations Abstracts" are included to aid in locating the full abstract. This bibliography is divided into eight sections entitled: audio, audiovisual, computers in instruction, library, programmed instruction, projected materials; motion,

projected materials: stills, and television. For those dissertations which fall in more than one category, cross-references are supplied. Within each of the eight chapters, citations are arranged alphabetically by author. (Author/SL)

**ED 108 686** 88 IR 002 219

Massachusetts State Educational Information Center (SEIC). Final Report. Volume 3. Massachusetts State Dept. of Education, Boston. Bureau of Educational Information Services; Mitre Corp., Bedford, Mass.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.  
Pub Date Feb 75

Note—182p.; For related documents see Volume I, IR 002 100; Volume II is available only from Massachusetts Dept. of Education.

**EDRS Price MF-\$0.76 HC-\$9.51 PLUS POSTAGE**

**Descriptors**—Change Agents, Computer Programs, Data Analysis, Delivery Systems, Diffusion, \*Evaluation, Evaluation Methods, Information Centers, \*Information Dissemination, Information Needs, Information Retrieval, \*Information Services, Information Systems, \*Information Utilization, Models, On Line Systems, Program Descriptions, \*State Departments of Education, Use Studies

**Identifiers**—Educational Information Centers, Massachusetts, Responsive Services Variety Practitioners, RSVP, Searches In Depth, SEIC, SID, State Educational Information Center

Project SEIC (State Educational Information Center) was funded to increase the demand for and use of educational information, especially ERIC (Educational Resources Information Center) information, and to make more cost effective the delivery of information services. To accomplish these goals, Project SEIC first assessed the state-of-the-art of computer technology and then developed systematic programs of information dissemination/diffusion known as RSVP (Responsive Services for a Variety of Practitioners) and SID (Searches-In-Depth). This third volume of the three volume report contains the analysis of the statewide practitioner evaluation of comprehensive information services, including RSVP and SID. Included are (1) a description of the services evaluated, (2) a framework for interpreting the data provided in the appendixes, (3) a summary of the major findings, and (4) a statement of conclusions together with recommendations for further improvements in the service. (JY/DGC)

**ED 108 687** IR 002 220

Follett, Joseph F.

**Prespecified Event Sequences in Instructional Experiments: Implications for IDCMS.** Southwest Regional Laboratory for Educational Research and Development, Los Alamitos, Calif.

Report No.—SWRL-TN-1-72-07

Pub Date 22 Mar 72

Note—57p.

**EDRS Price MF-\$0.76 HC-\$3.32 PLUS POSTAGE**

**Descriptors**—Computer Oriented Programs, Educational Development, Educational Experiments, \*Educational Research, \*Experimental Programs, \*Information Processing, Instructional Innovation, \*Instructional Systems, Instructional Technology, Program Design, Research and Instruction Units, \*Research Methodology, Research Projects, Research Tools

Instructional research now in advanced formulation at Southwest Regional Laboratory for Educational Research and Development is used to illustrate what a system of the IDCMS type must be able to do to acceptably support execution of such research. Of particular interest here is the event-control system which allows different subjects who participate in an experimental session under system control to proceed through the sequence at different rates. (Author/SK)

**ED 108 688** IR 002 221

Riggs, Donald E.

**Centralized Technical Processing and PPBS: A Literature Review.**

Bluefield State Coll., W. Va.; Concord Coll., Athens, W. Va.

Pub Date 75

Note—24p.

**EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE**

**Descriptors**—\*Centralization, College Libraries, Cost Effectiveness, Higher Education, Instructional Materials Centers, \*Library Administration, Library Cooperation, \*Library Planning, \*Library Technical Processes, \*Literature Reviews, \*Management, Management by Objectives, University Libraries

**Identifiers**—Planning Programming Budgeting System, PPBS

The literatures of library science and management were searched for material concerning the history of centralized processing of library materials and the Planning-Programming-Budgeting System (PPBS). Literature on the history, major components, and advantages of PPBS was reviewed and features of PPBS such as comparison of alternatives, zero-base budgeting, and annual program review were found to be very applicable to centralized technical processing. The specific application of modern management systems, such as PPBS and management by objectives, to learning resource centers and libraries in higher education was considered, but little information was found. The literature survey discovered plentiful material on centralized library processing and on the theoretical basis of PPBS and a shortage of information in the fields of processing nonbook materials and the application of management systems to technical services processing centers. Thirty-nine references are included. (PF)

**ED 108 689** 52 IR 002 223

Goldwyn, A. J.

**Toward Tomorrow's Area Library Service: A Survey of Regional Library Cooperation in Ohio: 1974.**

Ohio State Library, Columbus.  
Spons Agency—Bureau of Libraries and Educational Technology (DHEW/OE), Washington, D.C.

Pub Date 75

Note—75p.

**EDRS Price MF-\$0.76 HC-\$3.32 PLUS POSTAGE**

**Descriptors**—Federal Aid, \*Library Cooperation, Library Expenditures, \*Library Networks, Library Planning, \*Library Surveys, Program Descriptions, Program Evaluation, \*Regional Cooperation, Regional Libraries, State Aid, State Libraries, \*State Surveys

**Identifiers**—\*Ohio

Regional library cooperation in Ohio operates under two organizational forms, the state-funded Area Library Service Organization (ALSO) and the federally-funded multicounty cooperatives. In 1974, to aid in statewide planning and in the development of each project, the state library commissioned this study of all its multicounty cooperative projects. Through mailed questionnaires and site visits, a review was made of each cooperative and its beginnings, organizational structure, needs assessment techniques, success in meeting established objectives, and long range plans. Emerging patterns and trends were identified and recommendations made for the state library, the Ohio Library Association, the ALSO, and the multicounty agencies. (Author/SL)

**ED 108 690** IR 002 224

**1975 Ohio Directory of Libraries: With Statistics for 1974.**

Ohio State Library Board, Columbus.

Pub Date 75

Note—116p.; For a related document see IR 002 225

**EDRS Price MF-\$0.76 HC-\$5.70 PLUS POSTAGE**

**Descriptors**—Audiovisual Aids, Bookmobiles, Branch Libraries, College Libraries, \*Directories, Institution Libraries, \*Libraries, Library Associations, Library Collections, Library Cooperation, Library Expenditures, Personnel, Public Libraries, Regional Libraries, School Libraries, State Libraries, \*Statistical Data, Tax Support, University Libraries

**Identifiers**—\*Ohio

A directory of Ohio libraries contains information about state, area, public, academic, school, special, and institutional libraries as well as multicounty interlibrary cooperative projects, state library advisory groups, and officers of associations. Directory information includes name and location of library, type of library, telephone number, the name of the director, and in the case of large organizations, names of heads of departments. In addition to directory information,

statistical data is provided for public libraries, academic libraries, school library media centers, and the state as a whole. Data is given concerning collections, staffing, finance, and clientele. The section on public libraries is expanded to include a list of libraries by county as well as by city, and information on library organization and tax support, branches, bookmobile service, audiovisual materials, and statistics and distribution of tax moneys. (LS)

**ED 108 691** IR 002 225

**Rankings of Ohio Public and Academic Library Statistics, 1974 Statistics of Public and Academic Libraries Re-arranged from the Form in Which They Appear in the 1975 Ohio Directory of Libraries.**

Ohio State Library Board, Columbus.

Pub Date 75

Note—73p.; For a related document see IR 002 224

**EDRS Price MF-\$0.76 HC-\$3.32 PLUS POSTAGE**

**Descriptors**—\*College Libraries, Library Circulation, Library Collections, Library Expenditures, Personnel, \*Public Libraries, \*Statistical Data, Tables (Data), Tax Support, \*University Libraries

**Identifiers**—\*Ohio

Tables of statistical data compiled for Ohio public and academic libraries are presented. Following a summary by county of intangibles tax collection and distribution, counties are ranked by percentage of intangibles tax distributed to libraries and by per capita income of libraries. Public libraries are ranked by circulation, volumes added, total volumes, total operating expenses, and salary expenditures. In addition, there are tables of general statistics for public and academic libraries which cover population, hours, staff, circulation, collections, income, and expenditures. (LS)

**ED 108 692** IR 002 226

DeJohn, William, Ed. Lamont, Bridget L., Ed.

**The Multitype Library Network.**

Illinois State Library, Springfield.

Pub Date Jun 75

Note—88p.

Journal Cit—Illinois Libraries; v57 n6 Jun75 p363-444

**EDRS Price MF-\$0.76 HC-\$4.43 PLUS POSTAGE**

**Descriptors**—Computers, Evaluation, \*Information Networks, Information Services, \*Interinstitutional Cooperation, Interlibrary Loans, \*Library Cooperation, \*Library Networks, Library Planning, Library Reference Services, Library Surveys, Public Libraries, Regional Libraries, School Libraries, State Libraries, University Libraries

**Identifiers**—ILLINET, Illinois, Illinois Library and Information Network, \*Multitype Library Networks

"Illinois Libraries" for June, 1975, is devoted to interlibrary cooperation and the multitype library network as exemplified by the Illinois Library and Information Network (ILLINET). The history, geographical coverage, member and affiliate libraries, and the workings of the network at various levels are described. A second section describes the integration of academic, special, and school libraries, along with special resource centers, into a multitype library network. Further activities of ILLINET are outlined in the third section: the purchase of new, non-duplicate materials; staff training for improved reference service; improvement of communications by developing procedures, meetings, workshops, and a newsletter; provisions for evaluating ILLINET; encouraging and providing guidelines for interlibrary cooperation projects. The fourth section covers future developments and planning (such as funding the regional multitype library coordinating councils and computer assisted projects) as well as discussions held in January, 1975, on systems as multitype library agencies. Lists of both the school and academic advisory committee members are provided, along with lists of school, academic, and special libraries participating in ILLINET. (LS)

**ED 108 693** IR 002 227

**Networks: Who, Why, How?**

Wisconsin State Dept. of Public Instruction, Madison, Div. of Library Services.

Pub Date Jun 75

Note—52p.

Journal Cit—Wisconsin Library Bulletin; v71 n3  
May-Jun75 p97-154

EDRS Price MF-\$0.76 HC-\$3.32 PLUS  
POSTAGE

Descriptors—Business, Cataloging, Indexing, Information Services, Interinstitutional Cooperation, Library Automation, Library Circulation, \*Library Cooperation, \*Library Networks, Library Planning, Library Role, Library Services, Public Libraries, School Libraries, State Libraries, University Libraries

Identifiers—Midwest Library Network, National Commission Libraries Information Science, Ohio College Library Center, \*Wisconsin

The May-June, 1975, issue of Wisconsin Library Bulletin contains articles about library cooperative programs and networks. Subjects covered include: library network planning and definitions of terms; views on the National Commission on Libraries and Information Science program by school, public, academic, and state librarians; the Midwest Library Network; school/public library access and cooperation; the American Association of School Librarians Committee on Networking discussion of networking and the schools; concept indexing; a tape cooperative; services of the state library; Wisconsin Valley intertype library cooperation; automated circulation in the Milwaukee County system; a business information service at Milwaukee Public Library; and the use of the Ohio College Library Center's cataloging at University of Wisconsin, Green Bay. Other articles cover the public service policy at University of Wisconsin at Parkside, and the changing roles of Wisconsin public libraries. (LS)

ED 108 694 52 IR 002 228  
Hale, Charles E.

Narrative Evaluation Report of USOE Title II-B Institute "Education for Librarianship in Urban Community Colleges".

Indiana Univ., Bloomington. Graduate Library School.

Spons Agency—Bureau of Libraries and Educational Technology (DHEW/OE), Washington, D.C.

Pub Date 75

Grant—OEG-0-73-6634

Note—59p.; For related documents see ED 094 689 and ED 094 690

EDRS Price MF-\$0.76 HC-\$3.32 PLUS  
POSTAGE

Descriptors—College Libraries, Course Content, Employment, \*Institutes (Training Programs), \*Junior College Libraries, Learning Laboratories, Librarians, \*Library Education, Library Schools, Library Science, Media Specialists, Professional Education, Program Descriptions, Program Evaluation, Resource Centers, Workshops

Identifiers—\*Indiana University, Leadership Training Institutes

The U.S. Office of Education funded a 1973-74 institute at Indiana University (Bloomington) Library School in which 18 students participated in a master's degree program for community college librarians/learning resource center directors. The program is both described and evaluated in this report. Information is provided on program goals, rationale, special features, required course content, elective courses, summer session workshops, participant recruitment and selection, registration and orientation, facilities, resources, field trips, laboratory work, practical experience, communication process, and staff. Comments and evaluations are interspersed throughout. Chapters on major problems, institute and participant evaluation, and conclusions follow. Appendixes include workshop course descriptions, evaluation results, a Leadership Training Institute site visit report, an outside evaluator's report, and an employment report on the participants. Copies of announcements and correspondence are attached. (LS)

ED 108 695 52 IR 002 229  
FID Annual Report 1974.

International Federation for Documentation, The Hague (Netherlands).

Report No.—ISSN-0303-4542

Pub Date 75

Note—16p.

Available from—International Federation for Documentation, 7 Hofweg, The Hague, Netherlands

EDRS Price MF-\$0.76 PLUS POSTAGE, HC Not Available from EDRS.

Descriptors—\*Annual Reports, Budgets, Conferences, Documentation, Information Science, \*International Organizations, International Programs, Library Science, \*Professional Associations, Program Descriptions

Identifiers—\*FID, International Federation for Documentation

The 37th FID (International Federation for Documentation) Conference in The Hague in September 1974 brought together some 150 participants from 35 countries and 7 international organizations. The FID program covers the following fields: (1) theoretical studies and research in documentation, librarianship and information science, terminology, applied linguistics, mechanization, information networks, and classification; (2) updating the Universal Decimal Classification; (3) guides to information sources; (4) information for industry; (5) organization of documentalists and education of users of information. A brief description of the publications, projects, and activities undertaken in each of these fields is presented, as is a summary of the 1974 income and expenditures of the organization. A list of national and international members, international affiliates and council members concludes the report. (Author/KKC)

ED 108 696 52 IR 002 231  
Lowell, Howard P.

Public Library Materials Conservation Project.

Massachusetts State Dept. of Education, Boston. Bureau of Library Extension.

Spons Agency—Bureau of Libraries and Educational Technology (DHEW/OE), Washington, D.C.

Pub Date 30 Jun 75

Note—40p.

EDRS Price MF-\$0.76 HC-\$1.95 PLUS  
POSTAGE

Descriptors—\*Library Materials, \*Preservation, Prevention, Professional Training, Program Descriptions, Program Evaluation, \*Public Libraries, Questionnaires, Repair, Workshops  
Identifiers—Library Services and Construction Act, Massachusetts, New England Document Conservation Center

The Massachusetts Public Library Materials Conservation Project was a year-long program sponsored by the Massachusetts Bureau of Library Extension and conducted by the New England Document Conservation Center (NEDCC) under a grant from Title I, Library Services and Construction Act. Its purposes were to provide public library administrators, librarians, and trustees with information on the need for planning in the preservation and use of public library materials, and to provide practical training in preventive conservation measures and preservation techniques. To that end the NEDCC held meetings, seminars, and workshops to train library personnel in restoration, cleaning, and other material preservation techniques. NEDCC also (1) offered to survey libraries' environments and conditions and make recommendations and (2) made available matching grants to libraries for restoration and preservations of materials. Finally, two questionnaires were sent to participating libraries in order to evaluate the program. Appendixes include information on the project's personnel, administration, and budget, as well as on the seminar, workshop, materials used, grants, and suppliers. Copies of the questionnaires are attached, along with a list of selected readings. (Author/LS)

ED 108 697 52 IR 002 233  
A Study of Messages Received by Children Who Viewed an Episode of "The Harlem Globetrotters Popcorn Machine".

Child Research Service, Inc., New York, N.Y.; Columbia Broadcasting System, Inc., New York, N.Y. Office of Social Research.

Pub Date Apr 75

Note—75p.

EDRS Price MF-\$0.76 HC-\$3.32 PLUS  
POSTAGE

Descriptors—Childhood Attitudes, \*Children, Commercial Television, Educational Assessment, Ethical Values, Field Interviews, Moral Values, Research, \*Social Values, Statistical Analysis, Statistical Surveys, \*Television Research, \*Television Surveys, \*Television Viewing, Values

Identifiers—Basketball, Harlem Globetrotters, Prosocial Messages

A total of 687 children, aged 7 through 11, was interviewed in fall, 1974 to determine the extent to which the Harlem Globetrotters Popcorn Machine television programs communicated "pro-social" messages to its audience. Viewers of four different episodes of the Globetrotters were questioned about the program they had seen. Among the findings were: (1) overall, 87 percent of the children received one or more specific pro-social messages from the episode he or she viewed; (2) older children (10-11) were more likely to play back at least one pro-social message than were younger children (7-8), and middle class children were more likely to do so than lower class children; (3) reception of pro-social messages was not related to frequency of viewing the Globetrotters; (4) both distortion of pro-social messages and spontaneous reporting of the relevance of such messages to the child's own life were rare; (5) the themes of "honesty," "kindness," and "safety" were more readily grasped than was "loyalty"; (6) certain "recurring" pro-social messages were communicated by several episodes, and "golden rule" messages were played back most frequently; (7) "slippage" was indicated by the fact that 35 percent of the children stated that the Globetrotters taught them to play basketball or to spell; and (8) children thought the Globetrotters both entertained and set a good moral example. (Author/DGC)

ED 108 698 52 IR 002 235  
Hobrock, Brice G., And Others

Cost and Cost-Effective Studies in Libraries. 1. A Working Model. 2. Cost Analysis of the Preparations Division at VPI & SU.

Virginia Polytechnic Inst. and State Univ., Blacksburg. Univ. Libraries.

Pub Date 75

Note—29p.

EDRS Price MF-\$0.76 HC-\$1.95 PLUS  
POSTAGE

Descriptors—\*Cataloging, \*Cost Effectiveness, Costs, Flow Charts, Guides, Library Expenditures, Library Research, \*Models, \*University Libraries

Following an explanation of cost-effective studies and the need for them in libraries, part one of this report provides step-by-step instructions, with examples, to enable librarians to conduct such studies in their own setting. Part two provides an example of the use of the model, presenting the results of the cost analysis of monographic cataloging of new materials in the libraries of Virginia Polytechnic Institute and State University (VPI&SU). The manual cataloging system in use at VPI&SU is described and the cost of each component is discussed in detail according to procedures given in part one. Finally, costs of both speed and original monograph cataloging are summarized. The results are discussed in terms of absolute and available alternatives. (Author/SL)

ED 108 699 52 IR 002 236  
Carlson, Daryl, And Others

Catalog of Selected Machine-Readable Databases for Postsecondary Education.

National Education Data Library, Washington, D.C.

Spons Agency—Lilly Endowment, Inc., Indianapolis, Ind.

Pub Date Apr 75

Note—53p.

EDRS Price MF-\$0.76 HC-\$3.32 PLUS  
POSTAGE

Descriptors—\*Catalogs, \*Data Bases, Directories, \*Higher Education, Information Retrieval, Information Storage, \*Post Secondary Education  
Identifiers—Machine Readable

In a teleconference on "Integrated Databases for Higher Education" held in March, 1975, conference participants identified a number of data bases that could be potential data sources for the larger higher education community. This document is a listing of those data bases together with others that have been subsequently identified. Criteria for inclusion in this catalog were the following: (1) the data base must be reasonably available to other potential users; (2) the data base must be relevant to the postsecondary education community; (3) the data base must be recent; and (4) the data base must identify no specific individuals. Entries are described in general terms with emphasis on the content rather than the form of the data from a technical, data processing point of view. (DGC)



## ED 108 700

IR 002 237

## A Glossary of Cable Terms.

Cable Television Information Center, Washington, D.C.

Spons Agency—Ford Foundation, New York, N.Y.; John and Mary R. Markle Foundation, New York, N.Y.

Pub Date 75

Note—29p.

Available from—Cable Television Information Center, The Urban Institute, 2100 M Street, N.W., Washington, D.C. 20037

EDRS Price MF-\$0.76 PLUS POSTAGE. HC Not Available from EDRS.

Descriptors—\*Cable Television, \*Community Antennas, Decision Making, Dictionaries, \*Glossaries, \*Guides, Planning, Television, Thesauri

Identifiers—\*Cable Television Information Center

Prepared as part of the ongoing series of publications designed to assist local and state government policy makers with cable television planning and decision-making, this glossary updates the document originally published in 1972. It contains definitions of terms frequently encountered in matters concerning cable television. (DGC)

## ED 108 701

IR 002 239

## Selecting a Cable System Operator.

Cable Television Information Center, Washington, D.C.

Spons Agency—Ford Foundation, New York, N.Y.; John and Mary R. Markle Foundation, New York, N.Y.

Pub Date 75

Note—73p.

Available from—Cable Television Information Center, The Urban Institute, 2100 M Street, N.W., Washington, D.C. 20037

EDRS Price MF-\$0.76 PLUS POSTAGE. HC Not Available from EDRS.

Descriptors—\*Administrative Agencies, \*Cable Television, Commercial Television, Community Antennas, \*Decision Making, Government (Administrative Body), \*Guides, \*Local Government, Television

Identifiers—Cable Television Information Center.

\*CATV Operators, Forms, Franchises, Franchising Authorities, Licensing

Intended to assist franchising authorities with the process of selecting a cable television system operator from franchise applicants, this document provides a framework for analysis of individual applications. Section 1 deals with various methods which can be used to select an operator. The next section covers the application form, the vehicle a franchise authority uses to obtain information relevant to the local government's choice of a franchise from among interested parties. Section 3 discusses guidelines to be followed in analyzing information obtained from applicants. Finally, a number of forms designed to elicit various relevant information are appended. (Author/DGC)

## ED 108 702

IR 002 240

Morgan, James E.

Library Service to Institutions. Four Articles which Originally Appeared in: "Road Runner", Arizona State Dept. of Library and Archives, Phoenix.

Pub Date 75

Note—14p.

Journal Cit—Road Runner; v17 n3 Jan74 p47-48; v17 n4 Apr74 p4-5; v17 n2 Oct74 p16-19; v18 n4 Apr75 p9-12

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—Corrective Institutions, Emotionally Disturbed, Guidelines, \*Institutionalized (Persons), \*Institution Libraries, Library Material Selection, \*Library Services, Mentally Handicapped, \*Outreach Programs, Program Development, \*Public Libraries

Four articles provide suggestions for public librarians interested in implementing library service at local institutions. Ways of locating local institutions that need library service are described. Studying the needs of the institution and formulating alternative plans for service which can be presented to the institution's director are suggested as the first step in the implementation of service. Ideas are presented on the types of juvenile and adult literature and multimedia materials which have been found effective with various groups: the emotionally disturbed, the mentally handicapped, and prison

inmates. Various program formats are suggested by which library services can be integrated into the total institutional community and can cover the information needs and interests of each resident of the institution, regardless of reading level. (SL)

## ED 108 703

IR 002 241

Christian, Roger W.

## The Electronic Library: Bibliographic Data Bases

1975-76.

Pub Date 75

Note—118p.

Available from—Knowledge Industry Publications, Inc., Post Office Box 429, Tiffany Towers, White Plains, New York 10602 (\$24.50 plus \$2.00 for shipping)

## Document Not Available from EDRS

Descriptors—Agency Role, Costs, \*Data Bases, Directories, Federal Programs, Information Centers, \*Information Services, \*Information Systems, Library Cooperation, Program Descriptions, Publishing Industry, Regional Cooperation, \*Sciences, Technological Advancement, \*Trend Analysis, Use Studies

Identifiers—National Science Foundation, Office of Science Information Service, OSIS, SDI, Selective Dissemination of Information

Computer-based bibliographic services are a response to a combination of trends and developments that are forcing major changes in the way libraries operate. With the financial encouragement of the National Science Foundation's Office of Science Information Service, there are now at least 40 abstracting and indexing services covering scientific and technical literature, as well as over 100 distinct data bases available for computer searching. Data bases offer many benefits to their users, but shortcomings also exist in the form of high costs and the continuing need to locate the full texts of documents cited in the data base. The data base industry consists of three major sections: the publishers of data bases; the organizations which provide access to those bases; and the users, mainly academic and special libraries. The industry faces a number of challenging problems, including redundant coverage of the core literature, copyright complications, and equipment malfunctions, but there are indications that these problems will be resolved. Important signs for the future are technological advancements which are reducing costs and increased resource sharing, proceeding now to the international level. Included in the appendixes to this report is a directory of data base publishers, distributors, and information centers. (Author/SL)

## ED 108 704

IR 002 242

Olson, Paul E. Pletzke, Chester J.

## Analysis of the Midwest Medical Union Catalog. Final Report.

Midwest Health Science Library Network, Chicago, Ill.

Spons Agency—National Library of Medicine (DHEW), Bethesda, Md.

Pub Date May 75

Note—87p.

EDRS Price MF-\$0.76 HC-\$4.43 PLUS POSTAGE

Descriptors—\*Cost Effectiveness, Data Bases, Information Dissemination, \*Interlibrary Loans, \*Library Cooperation, Library Networks, \*Library Research, Medical Libraries, Medicine, National Libraries, Program Evaluation, \*Union Catalogs

Identifiers—\*Midwest Medical Union Catalog

A cost-benefit analysis of the 43-library, 260,000-title Midwest Medical Union Catalog (MMUC) of books, conducted from June, 1973, through May, 1975, under a grant from the National Library of Medicine, studied the 49-year-old catalog in the context of the interlibrary loan activity of the Midwest Health Science Library Network. The study tested the MMUC against other methods of locating materials and against the alternative of using a large backup library—the National Library of Medicine—to fill requests instead of routing requests through the network. The results of the hypothesis testing, a theoretical model of library cooperation, and eight evaluation criteria were applied to eight options for locational control of monographs. It was recommended that the network utilize existing or developing computerized data bases of monograph titles but that the current catalog be maintained at a minimum level until such time as

these data bases provide the locational probability currently possible with the MMUC. Other recommendations pertaining generally to union catalogs are included. (Author/SL)

## ED 108 705

IR 002 243

Rees, Alan M. And Others

## An Experiment in Teaching Medline.

Case Western Reserve Univ., Cleveland, Ohio, School of Library Science.

Pub Date 4 Jun 75

Note—20p.; Paper presented at the Annual Meeting of the Medical Library Association (Cleveland, Ohio, June 4, 1975)

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—Computers, Coordinate Indexes, Costs, Course Descriptions, Course Evaluation, \*Information Networks, \*Information Retrieval, \*Library Education, Library Science, \*Medical Libraries, Program Evaluation, Questionnaires, Thesauri

Identifiers—Medical Library Education, Medical Subject Headings, \*MEDLINE, MeSH

Case Western Reserve University added training in MEDLINE analysis to its health sciences librarianship program in 1974, with help and some funding from the National Library of Medicine and with the cooperation of the Cleveland Health Sciences Library. MEDLINE was introduced at a 2-1/2 day intercession in January, and a MEDLINE module was included in a spring semester course on health sciences communications networks in which 29 students enrolled. Lectures covered the characteristics of the MEDLINE network and several data bases, access via Tymshare and direct dial, types of terminals, log-in procedures, computer physiology, boolean logic, commands, question analysis and user interaction, Medical Subject Headings (MeSH), use of MeSH tools, and principles of coordinate indexing. Laboratory sessions paralleled the lectures, and students were given access to MEDLINE in connection with field work assignments. Evaluation by students and faculty led to the conclusion that MEDLINE training was well received and worthwhile to students, though the high cost of terminals, computer time, telephone, and other tools may make some kind of subsidy necessary for future courses. A course outline is included, along with a list of equipment and indexing tools and a copy of the evaluation questionnaire for students. (LS)

## ED 108 706

IR 002 244

Rao, Paladugu V.

## Music Information Services System (MISS).

Eastern Illinois Univ., Charleston, Booth Library.

Pub Date Jun 75

Note—55p.; Several pages of computer data may reproduce poorly

EDRS Price MF-\$0.76 HC-\$3.32 PLUS POSTAGE

Descriptors—Bibliographies, Catalogs, \*Computer Programs, Electronic Data Processing, Information Processing, Information Retrieval, Information Systems, \*Library Automation, \*Library Collections, Library Technical Processes, \*Music, Phonograph Records, Phonotape Recordings, Systems Development, Tape Recordings

Identifiers—Eastern Illinois University, MISS, \*Music Information Services System, Pl. 1

Music Information Services System (MISS) was developed at the Eastern Illinois University Library to manage the sound recording collection. Operating in a batch mode, MISS keeps track of the inventory of sound recordings, generates necessary catalogs to facilitate the use of the sound recordings, and provides specialized bibliographies of sound recordings. The programs were written in PL/I. This paper describes the system background, operating environment, file and record layouts, and computer programs developed to support MISS. The MISS subject heading list forms an 11-page appendix. (Author/DGC)

## ED 108 707

IR 002 245

Myers, Margaret, Ed. Scarborough, Mayra, Ed. Women in Librarianship: Melvil's Rib Symposium.

Rutgers, The State Univ., New Brunswick, N.J., Graduate School of Library Service.

Pub Date 11 Jul 75

Note—112p.

Available from—Rutgers University Press, 30 College Avenue, New Brunswick, New Jersey 08903 (\$4.95)

#### Document Not Available from EDRS

Descriptors—Annotated Bibliographies, Conference Reports, Equal Opportunities (Jobs), Federal Legislation, \*Females, Historical Reviews, \*Librarians, \*Professional Recognition, Salaries, \*Sex Discrimination, Stereotypes, Womens Education, \*Working Women

In April 1973, the Graduate School of Library Service Alumni Association and the Graduate School of Library Service at Rutgers University jointly sponsored a symposium on the position of women in the library profession. Three major presentations, and the discussions which followed, dealt with various aspects of this issue. The first presentation, "Sex and Library Careers" reviewed the historical and contemporary differences in status between men and women in the library field. "Dreams and Dilemmas of Being a Woman Today", the second presentation, reviewed from a social and psychological viewpoint the stereotypes and assumptions with which women have had to deal in the schools and in the world of work. The final paper, "Sex Discrimination Against Women in Libraries" provided some statistics on discrimination and suggested methods for change. Appendixes to this report consist of a listing of federal laws and regulations concerning sex discrimination in educational institutions and an annotated bibliography on women in librarianship, 1920-June 1974. (SL)

#### ED 108 708

IR 002 249

Harris, Michael H., Ed.

The Age of Jewett: Charles Coffin Jewett and American Librarianship, 1841-1868.

Pub Date 1 Jul 75

Note—176p.

Available from—Libraries Unlimited, Inc., P. O. Box 263, Littleton, Colorado 80120 (\$11.50)

#### Document Not Available from EDRS

Descriptors—Bibliographies, \*Biographies, Cataloging, Catalogs, Conferences, \*History, \*Librarians, \*Libraries, National Libraries, Public Libraries, Union Catalogs, \*University Libraries

Identifiers—Boston Public Library, Brown University, \*Jewett (Charles Coffin), Smithsonian Institution

The first book in the Heritage of Librarianship Series is about the life of Charles Coffin Jewett and the library events of his era, 1841-1868. The first part of the book describes Jewett's life and library leadership; his production of a catalog and other activities at Brown University, his struggle to create a national library at the Smithsonian, his promotion of the idea of a national union catalog, his role in the librarians' conference of 1853, and his final years as superintendent of Boston's public library. The second part of the book consists of some of Jewett's writings on such topics as the Brown University library and catalog, book duties, a national library, a national union catalog, librarians and library conferences, the Smithsonian and its catalog plan, and the construction of catalogs. The third part contains a bibliography of Jewett's works as well as a bibliography of books about him. (LS)

#### ED 108 709

IR 002 251

Fathisoff, Sylvia G.

Regional Coordination: A Point of View.

South Central Research Library Council, Ithaca, N.Y.

Pub Date Apr 75

Note—22p.; Paper presented at the New York State Library System Conference (First Albany, New York, April 8-10, 1975)

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—Coordination, Geographic Regions, Information Needs, \*Library Cooperation, \*Library Networks, Library Reference Services, Medical Libraries, Public Libraries, \*Regional Cooperation, Regional Programs, Research Libraries, Special Libraries, Speeches, \*State Libraries, University Libraries

Identifiers—New York  
To more adequately provide for newly perceived user needs, New York State libraries have adopted the philosophy of regionalism through which public, academic, and special libraries can cooperate and share resources. The state's 22 public library systems and 9 JR regions (Reference and Research Library Resources

Councils) are organized geographically. The key to developing regionalism is multi-directional communication. In order to create a statewide network and to communicate with the regions, an administrative unit at the State level could be most responsive if divided by function—a resource section, a collection development section, an interlibrary loan section, a communication and delivery section, and a budget section. The regions could then coordinate their plans through a Statewide Advisory Council on Library Development composed of representatives from each of the regions, and all could then report to the Assistant Commissioner for Libraries. (Author/KKC)

#### ED 108 710

IR 002 257

Marshall, A. P.

Library Orientation—What's That?

Pub Date 16 May 75

Note—8p.; Paper presented at the Annual Conference on Library Orientation for Academic Libraries (5th, Ypsilanti, Michigan, May 16, 1975)

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—\*College Faculty, College Libraries, College Students, Educational Benefits, \*Librarians, \*Library Instruction, Library Services, \*Library Skills, Outreach Programs, \*Professional Recognition, Speeches, University Libraries

Identifiers—\*Library Orientation

Due to altering student and university needs, orientation librarians must now endeavor to innovate and change in order to effectively train students to use the library. A more professional image (currently lacking among many librarians), greater faculty and administration usage, and the utilization of the "outreach concept" will all contribute toward a more professional educational service. (DS)

#### ED 108 711

IR 002 259

North Dakota Public Library Statistics; July 1973 Through June 1974.

North Dakota State Library Commission, Bismarck.

Pub Date Jul 75

Note—43p.

Journal Cit—North Dakota Library Notes; v6 n7 Jul 1975

EDRS Price MF-\$0.76 HC-\$1.95 PLUS POSTAGE

Descriptors—Library Circulation, Library Collections, Library Expenditures, \*Public Libraries, \*State Surveys, \*Statistical Data, Tables (Data)

Identifiers—\*North Dakota

The statistics presented in this report were compiled from annual statistical forms submitted to the State Library Commission by public libraries in North Dakota. Data on population served, resources, operating expenditures, and circulation are included for individual libraries and for regions. (Author/DS)

#### ED 108 712

08

IR 002 266

Self-Instructional Slide/Tape for ERIC Users. Final Report.

Wisconsin Univ. - Stout, Menomonie. Pierce Library.

Spons Agency—Office of Education (DHEW), Washington, D.C.; Wisconsin State Board of Vocational, Technical, and Adult Education, Madison.

Report No.—P-19-048-151-224

Pub Date 30 Jun 74

Note—7p.

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—\*Autoinstructional Aids, Educational Resources, Information Retrieval, Information Sources, \*Material Development, \*Phonotape Recordings, Research Tools, \*Slides, Tape Recordings, Vocational Education, \*Vocational Education Teachers

Identifiers—\*Educational Resources Information Center, ERIC, University of Wisconsin

To enable vocational teachers and researchers to utilize the descriptors, indexes, and fiche of the ERIC system more efficiently, a self-instructional package was developed in 1971 and has since been revised. Methods used for developing the materials are described, along with the reasons for revision. The revisions are described and summarized. Supplementary materials to be added to the slide/tape also are listed. (SK)

#### ED 108 713

IR 002 356

Design of an Automated Library Information Storage and Retrieval System for Library of Congress Division for the Blind and Physically Handicapped (DBPH). Final Report.

Systems Architects, Inc., Randolph, Mass. Spons Agency—Library of Congress, Washington, D.C. Div. for the Blind and Physically Handicapped.

Pub Date 30 Jun 75

Note—444p.

EDRS Price MF-\$0.76 HC-\$22.21 PLUS POSTAGE

Descriptors—Blind, Book Catalogs, Data Bases, Flow Charts, \*Information Retrieval, \*Information Storage, Information Systems, \*Library Automation, Library Networks, Library Technical Processes, \*Management Information Systems, Microfiche, National Libraries, Physically Handicapped, Regional Libraries, \*Union Catalogs

Identifiers—DBPH, \*Division for the Blind and Physically Handicapped, Library of Congress

A practical system for producing a union catalog of titles in the collections of the Library of Congress Division for the Blind and Physically Handicapped (DBPH), its regional network, and related agencies from a machine-readable data base is presented. The DBPH organization and operations and the associated regional library network are analyzed. The major objectives of the proposed system are defined as improved bibliographic control over materials acquired by DBPH and the network libraries and improved management control. To meet these objectives, DBPH Bibliographic Information System design contains three subsystems: (1) an in-process system, (2) a union catalog system, and (3) a management information system. Hardware, software, and support requirements are assessed as part of a three-year plan for implementation. Appendixes include detailed work flow diagrams for current DBPH functions, a structured interview sheet used on site visits, and detailed calculations of production costs for the union catalog in book and microfiche form. (Author/PF)

## JC

#### ED 108 714

JC 750 378

Modularization of Courses.

Eastern Arizona Coll., Thatcher.

Spons Agency—Arizona State Dept. of Education, Phoenix. Div. of Vocational Education.

Pub Date Mar 74

Note—70p.

EDRS Price MF-\$0.76 HC-\$3.32 PLUS POSTAGE

Descriptors—Administrative Organization, Business Education, English Instruction, Flexible Scheduling, \*Individualized Instruction, \*Instructional Innovation, \*Junior Colleges, \*Programmed Units, \*Schedule Modules, Student Attitudes, Teacher Attitudes, Technical Education, Vocational Education

Identifiers—\*Eastern Arizona College

Eastern Arizona College has developed a modularized system of instruction for five vocational and vocationally related courses—Introduction to Business, Business Mathematics, English, Drafting, and Electronics. Each course is divided into independent segments of instruction and students have open-entry and exit options. This document reviews the processes utilized in selecting courses to be modularized, deciding on the instructional units for each course, and choosing the instructional methods to be used. Outlines of the modules for each course are presented, as are the pre- and post-testing procedures, comparisons of student achievement before and after the implementation of the modularized system, and student and faculty opinions of the new approach. Methods used for scheduling, registration, awarding credit, computing GPA, and meeting graduation requirements are also discussed. Conclusions based on the comparisons and opinions indicate that: (1) fewer units were awarded under the new approach; (2) modularization is more expensive in terms of equipment and instructor time; (3) modularization requires the instructor to work more closely with other departments in determining course content; and (4) students liked the ability to finish the course early, but they disliked the lack of teacher pressure in setting deadlines. Recommendations for improvement are made. (DC)

**ED 108 715** JC 750 385

Maner, Arnold H.

**Postsecondary Occupational Education Needs Study for the Lower Eastern Shore. A Proposal.** Maryland State Board for Community Colleges, Annapolis.

Spons Agency—Maryland State Dept. of Education, Baltimore. Div. of Vocational-Technical Education.

Pub Date Feb 75

Note—82p.; Proposal presented to the county governments of Dorchester, Wicomico, Worcester, and Somerset

**EDRS Price MF-\$0.76 HC-\$4.43 PLUS POSTAGE**

Descriptors—\*College Planning, Cost Effectiveness, Curriculum Guides, \*Delivery Systems, Educational Demand, Educational Finance, \*Junior Colleges, \*Manpower Needs, Program Planning, Regional Planning, Technical Education, \*Vocational Education  
Identifiers—\*Colleges Without Walls, Maryland, Needs Assessment

The Maryland State Board for Community Colleges is conducting a study of the needs for postsecondary vocational-technical education on the Lower Eastern Shore of the state. This document represents an interim report on the progress of the study. Procedures included analyzing existing manpower and student interest data, verifying this information with local employment offices and employers in the four counties of the area, consulting with a Steering Committee of area residents, and administering a questionnaire survey to determine the interests of local individuals in enrolling in specific programs. Specific recommendations are made as to the types of programs needed and the curricula to be included in each program. The author recommends the establishment of Lower Shore Community College (LSCC), a "community college without walls", which would utilize existing facilities in the area. The college would be vocational-technical in its orientation. Services would be provided on a contract basis by existing institutions and LSCC would have coordinating and administrative responsibilities only, thereby maximizing cost-effectiveness. A proposed operating budget for LSCC is appended, as are the student interest questionnaire and a list of program priorities and locations. (Author/DC)

**ED 108 716** JC 750 386

Hinrichsen, Keith A. Schaumburg, Gary F.

**Comparative Evaluation of a Joint Lecture-Discussion Approach to U. S. History.**

Pub Date Feb 75

Note—31p.; Practicum presented to Nova University in partial fulfillment of the requirements for the Doctor of Education degree

**EDRS Price MF-\$0.76 HC-\$1.95 PLUS POSTAGE**

Descriptors—Academic Achievement, Constitutional History, Conventional Instruction, \*Discussion (Teaching Technique), \*History Instruction, \*Junior Colleges, \*Lecture, Student Interests, Student Motivation, Teaching Methods, \*Team Teaching, United States History

Identifiers—Cerritos College

In fall 1970 several sections of a one-semester required U.S. history course (History 27; American History and Constitution) at Cerritos College (California) were combined into a joint lecture-discussion (JL) for 200 or more students. The opportunities for providing two lecturers stressing their topical specialties in group discussions seemed preferable to the traditional lecture (TL) class which enrolls 60 to 80 students. However, between fall 1970 and fall 1973, student interest and enrollment in JL sections continuously declined. In order to compare the relative benefits of JL and TL instruction, grade reports were obtained for the 1,006 JL students and the 1,525 TL students who had enrolled in History 27 from fall 1970 to fall 1973. Results indicate higher retention rates for the TL classes and no significant differences in student academic performance. Analysis of registration counts showed that the TL approach attracted students more readily than the JL approach. Possible reasons for these findings are discussed and a review of the literature relating to student motivational preferences for various teaching methods and a bibliography are provided. The authors also make recommendations for improving JL team-teaching ventures at Cerritos. (DC)

**ED 108 717** JC 750 387

Fischer, Olin R., Jr. And Others

**Study of Reverse Transfer Students at Seminole Junior College and Valencia Community College.**

Pub Date Jun 75

Note—63p.; Practicum presented to Nova University in partial fulfillment of the requirements for the Doctor of Education degree; Some pages may reproduce poorly

**EDRS Price MF-\$0.76 HC-\$3.32 PLUS POSTAGE**

Descriptors—College Majors, Financial Support, Grade Point Average, Higher Education, \*Junior Colleges, \*Junior College Students, Parental Background, Student Attitudes, \*Student Characteristics, Student Employment, Student Motivation, \*Transfer Students, \*Universities

Identifiers—\*Reverse Transfer Students, Seminole Junior College, Valencia Community College

A reverse transfer student is one who has transferred from a four-year college or university to a two-year institution. This study was undertaken to determine the nature and characteristics of reverse transfer students enrolled at Seminole Junior College (SJC) and at Valencia Community College (VCC) in Florida. A 52-item questionnaire was sent to 788 reverse transfer students who had been enrolled at SJC and VCC during fall 1973; of these, 328 (42.2 percent) responded. Resulting data presented include: race, sex, age, marital status, method of transportation, state of residency, type of four-year institution attended, time between leaving four-year institution and entering SJC or VCC, number of hours worked, primary sources of financial support, college majors, number of terms of attendance at four-year institutions, credit hour loads, GPA, future academic plans, parental characteristics, and estimated family income. Also presented are reasons for attending a two-year institution and students' perceptions of their levels of preparation, degree to which they had applied themselves, expected levels of student performance, degree to which they had learned, quality of instruction, and services provided at each kind of institution. Pertinent literature is reviewed, recommendations are made, and the questionnaire with tabulated responses and a bibliography are appended. (DC)

**ED 108 718** JC 750 388

Eagle, Norman And Others

**Student Responses to the Pre-Election Recess, October 21-November 3, 1970.**

Bronx Community Coll., N.Y.

Report No—BCC-1-71

Pub Date Jan 71

Note—33p.

**EDRS Price MF-\$0.76 HC-\$1.95 PLUS POSTAGE**

Descriptors—Activism, Elections, \*Junior Colleges, \*Junior College Students, \*Politics, \*Released Time, Student Attitudes, Student Interests, Student Opinion, \*Student Participation, Student Volunteers

Identifiers—Bronx Community College

In order to assess the value of the 1970 pre-election recess of 11 days at Bronx Community College, a questionnaire was administered to a controlled sample of an estimated 500 day and 400 evening students after the students' return to classes. Results indicate that 78 percent spent no time on political or electoral work. Only two percent engaged in political activity full-time, while 13 percent and four percent spent one or two hours and three or four hours per day, respectively. Fifty percent used the recess to work at some kind of non-political, paying job (30 percent full-time and 20 percent part-time). Seventy-two percent spent from one to four hours per day studying, while 15 percent spent more than four hours per day in this activity. Sixty-eight percent rejected the view that the recess enabled them to do much more political work than would have been possible had classes been held as usual. Sixty-one percent considered the recess ineffective in making a contribution toward a political or community action program. Thirty-five percent favored similar recesses in the future, while 45 percent did not. Responses are classified according to several dimensions and the questionnaire is appended. (DC)

**ED 108 719** JC 750 389

Eagle, Norman And Others

**An Assessment of the 1970 Revision of the Liberal Arts Curriculum.**

Bronx Community Coll., N.Y.

Report No—BCC-3-73

Pub Date Oct 73

Note—30p.

**EDRS Price MF-\$0.76 HC-\$1.95 PLUS POSTAGE**

Descriptors—Academic Achievement, \*Core Courses, \*Curriculum Problems, Degree Requirements, Elective Subjects, \*Graduation Requirements, \*Junior Colleges, \*Liberal Arts, Liberal Arts Majors, Program Content, School Holding Power, Student Opinion

Identifiers—\*Bronx Community College

In fall 1970, the liberal arts curriculum at Bronx Community College (New York) was revised to provide more flexibility for student program structuring. Analyses of cumulative student progress data for pre- and post-revision students indicate that the revision was successful in increasing persistence and graduation rates; it also seems to have led to higher student GPA's and fewer credits earned. An opinion survey sent to 200 liberal arts faculty members who had been at BCC continuously since fall 1968 yielded 46 responses. In general, faculty respondents felt that the revisions had weakened the structure and academic content of the curriculum; student motivation had not increased and the elimination of prerequisites allowed a higher proportion of inadequately prepared students into the courses. A survey sent to students who had entered the liberal arts program in fall 1968 and who had continued to attend after fall 1970 indicated that the new flexibility operated mainly by enabling students to avoid taking unwanted courses rather than by enabling them to experiment in new areas. A large proportion of the respondents felt that they had not been sufficiently informed of the opportunities opened up by the revisions and had not been assisted in making use of the revisions in program planning. (DC)

**ED 108 720** JC 750 390

Eagle, Norman And Others

**A Demographic Profile of Incoming Matriculated Students, Spring, 1975. Research Report, BCC 3-75.**

Bronx Community Coll., N.Y.

Report No—BCC-3-75

Pub Date Apr 75

Note—14p.

**EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE**

Descriptors—Age, Aspiration, Counseling, Dropout Identification, \*Ethnic Distribution, \*Family Characteristics, Females, Junior Colleges, \*Junior College Students, Males, School Surveys, \*Student Characteristics, Student Needs, Veterans

Identifiers—\*Bronx Community College

This study presents non-scholastic, non-cognitive factors which a previous study at Bronx Community College (BCC) showed were highly related to student persistence: sex, ethnic group, veteran status, age, income, home ownership, size of household, primary language spoken as a child, parental education, educational aspiration level, satisfaction with BCC curriculum, and counseling needs. The data indicates that the proportion of male students exceeded female entrants for the first time since the implementation of open admissions; that almost one-half of the males entering spring semester are veterans; that 62 percent of all entering students are above 21 years of age; that the racial and ethnic distribution among entrants is 50 percent Black, 30 percent Puerto Rican (Spanish surname), 15 percent non-Spanish Caucasian; that the majority of students come from families with less than \$7,000 yearly income; that 60-65 percent of their parents did not graduate from high school; that 75 percent aspired to a minimum of a bachelor's degree; and that financial and career-academic counseling are the strongest counseling needs expressed by the students. Twelve tables are included. (RI.)

**ED 108 721** JC 750 392

Spangler, Craig

**Student Ethnic Reporting—The "Other" Category: Fall 1974.**

Cuyahoga Community Coll., Cleveland, Ohio.

Pub Date Jun 75

Note—10p.



**EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE**

Descriptors—\*Ethnic Distribution, \*Ethnic Groups, \*Junior Colleges, \*Junior College Students, \*School Surveys, Self Concept

Identifiers—\*Cuyahoga Community College

Cuyahoga Community College collects student ethnic information as part of its regular Fall Quarter registration process by distributing a computer card to in-person registrants. The student is asked to indicate his or her ethnic group from among those groups listed on the card (American Indian, Black, Caucasian, Cuban-American, Puerto Rican, Mexican-American, Oriental-American, Other Spanish-Surnamed American, or Other). Each fall, a number of students report themselves in the "Other" category. In completing the card, the student is asked to specify the other ethnic group in which membership is claimed. Occasionally a student will make two responses to the ethnic question, indicating membership in one of the listed ethnic groups and also in the "Other" category. As a by-product of the fall 1974 registration process, 337 student ethnic cards with single and double responses to the "Other" category were forwarded to the Office of Institutional Research and Evaluation; of these, 294 (83.7 percent) were single responses and 43 (12.8 percent) were double responses. Analyses reveal that only 13.6 percent of those students responding to the "Other" category truly belong in that category. From 1972 to 1974, the number of single responses has increased, while the number of double responses has sharply declined. Tables of pertinent data are included. (Author/DC)

**ED 108 722** JC 750 394

McIntyre, Chuck

Regulations for New Colleges.

California Community Colleges, Sacramento.

Pub Date Jun 75

Note—15p.; Presented to the Board of Governors of the California Community Colleges, June 18-19, 1975

**EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE**

Descriptors—\*College Planning, Community Surveys, Delivery Systems, Facility Planning, \*Junior Colleges, Manpower Needs, \*Master Plans, Policy Formation, Program Planning, State Legislation, \*State Standards, \*Statewide Planning

Identifiers—\*California, Needs Assessment

This document proposes specific changes in the California Education Code which would prescribe minimum standards for the formation of public community colleges. The Code regulations would define "college", require the assessment of local needs and preferences before the establishment of a new college, provide objectives for the formation of new college programs and services, present criteria for selecting an appropriate delivery system, require districts to consider alternatives to new college construction for the delivery of the same programs and services, and recommend district identification of proposed sources of funding for both short- and long-term operations. In an appended paper, a state-level role and process for community college planning is proposed. A comprehensive five-year plan is proposed to provide the basis for the Board's legislative, capital outlay, and finance programs, and for apportionment and program allocation and review administration by the Chancellor's Office. This five-year plan would be developed by a Chancellor's Office Task Force, which would be responsible for analyzing all relevant information, identifying short-term and long-term problems, and recommending solutions and policy directions for approval by the Board. The content, time-schedule, and evaluation methods for a five-year plan are discussed. (DC)

**ED 108 723** JC 750 395

Kirkman, Kay

CEEB Campus to Prospective Student Programs. Johnson County Community Coll., Overland Park, Kans.

Pub Date Apr 75

Note—14p.; Attachments mentioned in text are not included in this version of the document

**EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE**

Descriptors—Catalogs, Communications, Information Dissemination, \*Junior Colleges, Mass Media, \*Metropolitan Areas, Publications, \*Publicize, \*Public Relations, \*Recruitment

Identifiers—Johnson County Community College, \*Student Recruitment

Johnson County Community College, one of 20 institutions of higher education in the greater Kansas City metropolitan area, has developed a comprehensive communications program which works. Close to eight percent of the college's current operating budget is dedicated to the communication process. Most publications are printed on campus by the Word Production Service. The Media Production Section consists of a coordinator, a publications editor, a graphics supervisor, five graphics illustrators, a photographer, a typesetter, two TV producer/directors, and two TV engineers. Newspapers, cable television programs, radio broadcasts, flyers, brochures, catalogs, and other approaches are used to inform area residents about the college's offerings, to attract prospective students, to reach special groups (high school seniors, senior citizens, hearing-impaired, etc.), and to keep enrolled students informed of college affairs, placement services, counseling services, etc. The communications program and its costs and benefits are described. (DC)

**ED 108 724** JC 750 396

Phillips, Roy G.

Institutional Philosophy and Administrative Program Plan.

Seattle Community Coll., Washington.

Pub Date Jun 75

Note—59p.; Second draft

**EDRS Price MF-\$0.76 HC-\$3.32 PLUS POSTAGE**

Descriptors—\*College Administration, College Planning, \*Educational Objectives, Educational Philosophy, Educational Planning, \*Junior Colleges, \*Management by Objectives, \*Performance Specifications, Presidents, Program Development, Public Relations, Student Personnel Services

Identifiers—\*Seattle Central Community College

In this document, the president of Seattle Central Community College presents the mission statements for the college and for each major unit of the college, i.e., the units of Instruction, Administrative Services, Student Personnel Services, Community Relations and Information Services, and the President. Each unit has been required to establish broad design goals and measurable performance objectives, as well as goal-related tasks that are consistent with the overall philosophy and mission of the institution. As these are implemented, they will be continuously evaluated by the students, faculty, administrative and classified staff, the District President, and the Board of Trustees; on that basis, the success of the proposed philosophical direction of the college will be determined. The organizational structures to be instituted to provide major input into the decision-development process are outlined. Separate administrative program plans presenting the specific mission statements, performance objectives, detailed implementation activities for each objective, and 1975-76 target dates for completion of each step or activity are provided for each major unit of the college. (DC)

**ED 108 725** JC 750 398

Mangham, Clarence

Part-Time Students.

California Community Colleges, Sacramento.

Pub Date Jun 75

Note—7p.; Presented to the Board of Governors of the California Community Colleges, June 18-19, 1975

**EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE**

Descriptors—Admission Criteria, Federal Aid, Financial Support, \*Junior Colleges, \*Part Time Students, Residence Requirements, Senior Citizens, \*State Legislation, \*Student Costs, \*Student Loan Programs, Veterans

Identifiers—\*California

This report reviews the progress of the California Community Colleges in carrying out the intent of a recent Assembly Resolution which specified that fee structures, admission policies, and financial aid policies and programs at institutions of public postsecondary education shall not discriminate against part-time students and students choosing to combine or alternate education with other learning experiences. The first section reviews admissions requirements, concurrent high school-community college enrollments, re-entry procedures, residency requirements, and

minimum course load requirements for veterans benefits and social security recipients. A section on fee structure reviews the establishment and use of student fees. A review of student financial aid policies reports methods of needs determination, the eligibility of part-time students for financial aid, and EOPS student course load requirements. The report concludes that community colleges vary regarding the manner in which their fee structures, admission policies, and financial aid policies apply to part-time students; that community colleges attempt to be equitable in the way they meet the needs of full-time and part-time students, but that financial constraints often limit the extent to which part-time students can be served; and that a more detailed study of community college policies and procedures relating to part-time students is needed. (Author/DC)

**ED 108 726** JC 750 399

Kurak, Vernelle

At Large: The General College Reading/Writing Skills Center and Its Satellites, 1974-75.

Minnesota Univ., Minneapolis. General Coll.

Pub Date 75

Note—25p.

Journal Cit—General College Studies; v11 n4 1974-75

**EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE**

Descriptors—Basic Reading, Communication Skills, Correctional Education, \*Junior Colleges, Prisoners, \*Reading Centers, Remedial Reading Clinics, \*Satellite Laboratories, \*Tutorial Programs, \*Writing Skills

Identifiers—Minnesota General College

Since its opening in the spring of 1972, the General College Reading/Writing Skills Center has provided students with tutorial help in reading and writing, and communication skills courses for credit. During its three years of operation, the Skills Center has extended its services through satellite centers to student populations other than those served in the base center. During the period covered by this report, the satellite centers included Pilot City Skills Center in North Minneapolis, St. Paul Community Programs Skills Center in the Summit-University area of St. Paul, the Minneapolis Workhouse Skills Center in Wayzata, Stillwater Prison Skills Center in Bayport, and the Extension Classes Skills Center on campus. This report reviews the services offered by the daytime General College Skills Center and by each of the satellite centers. Tables indicate the number of students served and the number of faculty employed by each center. Descriptions of funding sources and proposals, as well as anecdotal materials about the program are appended. (Author/DC)

**ED 108 727** JC 750 400

Cohen, Arthur M., Ed. Bravner, Florence B., Ed. The Humanities in Two-Year Colleges: A Review of the Students.

California Univ., Los Angeles. ERIC Clearinghouse for Junior Coll. Information.; Center for the Study of Community Colleges, Los Angeles, Calif.

Spons Agency—National Endowment for the Humanities (NEAH), Washington, D.C.; National Inst. of Education (DHEW), Washington, D.C.

Pub Date 75

Note—64p.

**EDRS Price MF-\$0.76 HC-\$3.32 PLUS POSTAGE**

Descriptors—Adult Students, Enrollment Trends, \*Humanities, Humanities Instruction, \*Junior Colleges, \*Junior College Students, \*Literature Reviews, Married Students, Minority Groups, Part Time Students, Senior Citizens, \*Student Characteristics, Student Employment, Superior Students, Terminal Students, Transfer Students

This monograph reviews recent literature pertaining to two-year college humanities students. It notes the current drift of community college students away from the humanities and other transfer curricula and toward vocational and occupational training. Overall enrollment trends are noted, as are the characteristics of particular kinds of students to be served by two-year college humanities courses. Transfer, terminal, pragmatic, honors, adult, and minority students, senior citizens, working and married students, and part-time students are considered in separate sections. The impact of each of these student groups on humanities curricula is detailed. Suggestions for further study and an extensive bibliography are included. (DC)

## ED 108 728

JC 750 401

Kray, Eugene J.  
Faculty Attitudes toward Assessment of Experiential Learning.

Nova Univ., Fort Lauderdale, Fla.

Pub Date 1 Jun 75

Note—58p.; Ed.D. practicum, Nova University

EDRS Price MF-\$0.76 HC-\$3.32 PLUS

## POSTAGE

Descriptors—Activity Learning, College Teachers, Doctoral Theses, Higher Education, \*Junior Colleges, \*Learning Experience, \*Learning Theories, Post Secondary Education, Practicums, Questionnaires, \*Student Evaluation, Student Experience, \*Teacher Attitudes, Teacher Characteristics

Identifiers—\*Experiential Learning

It was hypothesized that there is a significant difference in attitudes toward theories of learning between faculty members who assess experiential learning (EL) for award of college credit and those who do not. A questionnaire eliciting opinion on EL assessment methods and philosophy was distributed to 595 faculty members at 54 two- and four-year institutions. The questionnaire contained five statements from the behaviorist position and five from the cognitive constructionist position. Faculty were asked to respond using a six point modified Likert scale ranging from "strong support" to "strong opposition." Usable responses were received from 114 respondents who were involved in the assessment of EL and 68 who were not. Results indicated that the faculty who assess EL tend to take the cognitive constructionist position, while those who do not tend to take the behaviorist position. A literature review is included and the survey instrument is appended. (Author/DC)

## ED 108 729

JC 750 402

Alfred, Richard L.

Impacts of the Community and Junior College on Students.

American Coll. Testing Program, Iowa City, Iowa.; California Univ., Los Angeles. ERIC Clearinghouse for Junior Coll. Information.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date [75]

Note—80p.

Available from—ACT Publications, Box 168, Iowa City, Iowa 52240 (Order No. 4-6-2, \$3.00)

EDRS Price MF-\$0.76 HC-\$4.43 PLUS

## POSTAGE

Descriptors—Behavior Change, College Environment, Educational Assessment, \*Educational Benefits, Educational Objectives, \*Input Output Analysis, \*Junior Colleges, \*Junior College Students, Models, Personality Change, Student Attitudes, Student Characteristics, \*Student College Relationship, Values

Identifiers—\*Impact Studies

The concept of impact, as it is treated in this report, is based on the notion of "expected changes in student behavior and attitudes as contrasted to "actual" changes. Following a review of the literature on college impact and a discussion of its relevance to the two-year college, this document presents an empirical model for analysis of impact in the community college, isolates and identifies key variables that account for such impact, and presents guidelines for maximizing the positive impact of community colleges. The model for assessing impact is designed as an input-output model. The eight characteristics identified as factors related to community college impact are described as "input characteristics"; an "expected output" based on these factors can be determined through observation and analysis of behavioral and attitudinal changes shown by matriculated students. The major conclusion is that the impact of a two-year college on its students is proportional to the degree of continuity between the college and the community; at present, community colleges have minimal impact on students because student and institutional value orientations are often nonintersecting and sometimes even conflict. The guidelines for maximizing positive impact detail methods of coordinating these disparate value orientations. A model for the assessment of community and institutional goals and a list of selected instruments to be used in such assessments are included. (Author/DC)

## ED 108 730

JC 750 403

Call, Richard W.

A Comparison of Subject Matter Acquisition between Students Who Elect "Pass/Fail" and Those Who Accept Traditional Grading in an Introduction to Africa Course at York College.

Nova Univ., Fort Lauderdale, Fla.

Pub Date 25 Jun 75

Note—17p.; Ed.D. practicum, Nova University

EDRS Price MF-\$0.76 HC-\$1.58 PLUS

## POSTAGE

Descriptors—\*Academic Achievement, Bibliographies, Doctoral Theses, Grades (Scholastic), \*Junior Colleges, \*Learning Motivation, Literature Reviews, \*Pass Fail Grading, Practicums, \*Student Motivation

Identifiers—York College

In order to determine the extent to which Pass/Fail grading affects the learning process by altering student motivation, the author studied the grades of 61 Pass/Fail and 61 traditionally graded students who had enrolled in the "Introduction to Africa" course at York College (Pennsylvania) during the three semesters of 1973-74. All students had the same instructor, and all students were assigned traditional grades according to the same criteria; only the student and the Records Office knew of the student's choice of Pass/Fail or traditional grading. Results of comparing the grades of all 61 Pass/Fail students against those of all 61 traditionally graded students indicated no significant difference between the two groups. However, when the variables of sex, intelligence (IQ), academic achievement (GPA), class status, course load, and college major (stratified random sample) were controlled, the course grade means were significantly different at the .05 level of confidence, suggesting that students who elect to take a course Pass/Fail may not be as motivated to learn as those who choose to be graded conventionally. A literature review and a bibliography are included. (DC)

## ED 108 731

JC 750 404

Johnston, Archie B.

Course Costs and Student Enrollments.

Tallahassee Community Coll., Fla.

Pub Date 23 May 75

Note—20p.

EDRS Price MF-\$0.76 HC-\$1.58 PLUS

## POSTAGE

Descriptors—Cost Effectiveness, \*Courses, \*Educational Economics, \*Junior Colleges, \*Program Costs, Teacher Salaries, Tuition, \*Unit Costs

Identifiers—Tallahassee Community College

Course costs consist of direct costs (teaching salaries) added to indirect departmental and indirect college-wide costs. Course receipts are obtained by adding the state allocations per HEGIS discipline multiplied by the number of FTE generated by Student Semester Hours of enrollment in that discipline to a calculated portion of student tuition. The difference between the two is the profit or loss statement for each course. The author provides definitions of FTE, HEGIS codes, Direct Costs, Indirect Departmental Costs and Indirect College-wide Costs, as well as an explanation and examples of how each is derived. He also provides a table of course-cost analyses for each course offered at Tallahassee Community College during the 1973-74 school year. (Author/DC)

## ED 108 732

JC 750 405

Hutchins, Elbert C.

Learning Needs of Adults in Bourbon, Linn, and Crawford Counties, Kansas.

Fort Scott Community Coll., Kans.

Pub Date 1 Apr 75

Note—54p.

EDRS Price MF-\$0.76 HC-\$3.32 PLUS

## POSTAGE

Descriptors—Adult Education, \*Adults, \*Community Surveys, Delivery Systems, \*Educational Alternatives, Educational Demand, Educational Interest, \*Educational Needs, \*Junior Colleges, Questionnaires, School Community Relationship

Identifiers—Fort Scott Community College, \*Needs Assessment, Nontraditional Students, Survey of Adult Learning

A modified version of the "Survey of Adult Learning," originally developed by the Educational Testing Service, was distributed to a sample of 800 of the 60,835 adults residing in the

area surrounding Fort Scott Community College to determine the learning needs of the community. A response rate of 43 percent was obtained. Results identified 64.5 percent of the respondents as potential learners. Many of these were willing to learn in traditional way (30 percent), in traditional schools and colleges (43 percent), in the evenings (56 percent), and for at least one full semester (66 percent). The remainder expressed interest in new, nontraditional delivery systems not yet provided in the area. Because 74 percent desired some kind of credit for their work, the delivery system designed to serve them must provide a means for crediting nontraditional types of learning. The major access barriers include time, cost, full-time attendance requirements, and home and job responsibilities. Most potential learners were interested in vocational subjects, hobbies and recreational subjects, and personal development subjects. Although most respondents held positive attitudes about the college, many felt inadequately informed about its activities. Recommendations are made for meeting the needs for nontraditional learning opportunities and for improvements in information services. The questionnaire is appended. (DC)

## ED 108 733

JC 750 406

Dominguez, Gilbert M.

A Faculty Plan for Changing Membership of the Board of Trustees.

Nova Univ., Fort Lauderdale, Fla.

Pub Date 1 Apr 75

Note—39p.; Ed.D. practicum, Nova University. The Appendix (four pages) may reproduce poorly

EDRS Price MF-\$0.76 HC-\$1.95 PLUS

## POSTAGE

Descriptors—College Faculty, Community Characteristics, \*Elections, \*Faculty Organizations, Governance, Governing Boards, \*Junior Colleges, Local Issues, Minority Groups, Political Attitudes, \*Political Power, Questionnaires, Teacher Attitudes, Teacher Participation, \*Trustees

Identifiers—Mount San Antonio College

This document describes a faculty attempt to change the composition of the Board of Trustees at Mt. San Antonio College (California). Since the establishment of the college in 1946, the Board has had very few changes in membership; the trustees have served very long terms and reflect the white, rural outlook at the community's past. The community has since become suburban, with a large ethnic population. In January 1975, the Executive Board of the Faculty Association organized a 20-member Political Action Committee (PAC) to facilitate a plan for selecting candidates for faculty endorsement for the March 1975 elections, when three seats on the Board of Trustees would be open. PAC formed a coalition with the La Raza Faculty Association (LRFA) for the mutual endorsement of one Chicano candidate chosen by LRFA and one chosen by PAC. They interviewed candidates, developed a campaign committee, obtained funding from the political arm of the California Teachers Association, surveyed trustees to determine present representation and philosophies, and surveyed faculty to determine their opinions of faculty involvement in political action. However, the PAC failed to gain wide faculty support or to sustain campaign participation, and the endorsed candidates did not win. Results of the faculty survey showed that most of the faculty did not favor the concept behind the PAC. The questionnaires are appended. (DC)

## PS

## ED 108 734

PS 007 834

A Documentary Report on Recent Research into Pre-School Education.

Council of Europe, Strasbourg (France). Documentation Center for Education in Europe.

Pub Date 1 Sep 71

Note—78p.; Not available in hard copy due to marginal legibility of original document. Portions of the document are in French

EDRS Price MF-\$0.76 PLUS POSTAGE. HC Not Available from EDRS.

Descriptors—Achievement Gains, \*Annotated Bibliographies, Child Development, Economic Disadvantage, \*Educational Research,

Evaluation, \*International Organizations, Parent Participation, \*Preschool Children, \*Preschool Education, Program Descriptions, Research Reviews (Publications), Skill Development, Symposia, Teaching Methods

This annotated bibliography on research in preschool education was prepared as background material for two 1971 symposia on preschool research aims, methods, and problems. The report provides a sample of findings from work done in Western Europe and the United States since 1968. Topics include programs (comparisons, evaluation, continuity, etc) child development, home environment, methodology, skills, teachers, and finance. Confusion among research findings was noted but there appeared to be a swing towards intellectually structured programs with emphasis on the role of preschool education in reducing the disadvantages of low socio-economic status. (ED)

ED 108 735

PS 007 904

Farrar, Margaret M.

**A Look at a Comparative Study of the Socio-Dramatic Play Ability of High Socio-Economic Status Black Kindergarten Children and High Socio-Economic Status White Kindergarten Children Conducted by Vivian A. Anderson.**

Pub Date 2 Apr 75

Note—14p.; For related document, see PS 007 905; Paper presented at the Annual Meeting of the American Educational Research Association (Washington, D. C., March 30-April 3, 1975)

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—\*Child Development, Creativity, Disadvantaged Youth, \*Early Childhood Education, Imitation, Interaction Process Analysis, Kindergarten Children, Learning Theories, \*Literature Reviews, Personality Development, \*Play, Role Playing, Skill Development, Social Development, \*Sociodrama

This paper presents a review of research studies and theories involving sociodramatic play and its effect on the learning power of middle class children. Discussion centers on definitions, criteria, and principles of play, and ways for teachers to identify and encourage sociodramatic play in the classroom. Play, and especially sociodramatic play, is presented as an essential part of a child's learning process and a medium through which a child can express and organize his feelings. (ED)

ED 108 736

PS 007 905

Anderson, Vivian A.

**A Comparison of the Sociodramatic Play Ability of High Socioeconomic Status Black Kindergarten Children and High Socioeconomic Status White Kindergarten Children.**

Pub Date Mar 75

Note—18p.; For related document, see PS 007 904; Paper presented at the Annual Meeting of the American Educational Research Association (Washington, D.C., March 30-April 3, 1975)

EDRS Price MF-\$0.76 PLUS POSTAGE. HC Not Available from EDRS.

Descriptors—Elementary Education, Imitation, Intelligence Quotient, Interaction, \*Kindergarten Children, \*Play, \*Racial Differences, Role Playing, Sex Differences, Social Behavior, Sociodrama, \*Socioeconomic Status, Verbal Communication, Working Women

This study was designed to determine if the sociodramatic play behavior of two groups of children would be similar when socioeconomic status was held constant. Subjects were 54 black and 54 white kindergartens of high socioeconomic status. Sociodramatic play is defined as play in which a child takes on a role, elaborates a theme in cooperation with at least one other role player, and interacts with at least one other child both actively and verbally. Play ability was evaluated in terms of six elements: imitative role play, persistence, interaction, verbal communication, and make-believe in regard to objects and situations. Each group of four subjects (two boys and two girls) was studied for one 30-minute period in a special playroom with housekeeping, grocery store, and doctor's office areas. Each child's mental ability was measured immediately after the play period using the Goodenough Drawing Test. Black subjects played significantly better than whites, but no significant relationship was found between IQ scores and level of sociodramatic play. (ED)

ED 108 737

PS 007 916

Parens, Henri

**Research in Normal Growth and Development: Some Implications for Primary Prevention.**

Pub Date 31 Jul 74

Note—11p.; Paper presented at the Annual Meeting of the International Congress of the International Association for Child Psychiatry and Allied Professions (8th, Philadelphia, Pennsylvania, July 1974)

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—\*Attachment Behavior, \*Child Rearing, \*Emotional Development, Parent Attitudes, Parent Child Relationship, Parent Counseling, \*Parenthood Education, Parent Reaction, Parent Role, Personality Development, \*Psychiatric Services, Psychopathology, Social Services

This paper presents a broad discussion of the importance of a child's attachment to his mother and the relationship of such attachment to the child's optimal psychic development. Research at the Children's Unit of the Eastern Pennsylvania Psychiatric Institute (which focused on children's aggression and gender formation) is described. This research indicates that even "good" mothers, because of lack of formal and technical training for parenthood, too often do not understand their child's attachment to them and so are unable to handle even normal conflicts. Based on this assumption, some parameters of "good-enough" mothering are defined. Examples from clinical encounters with mother-child groups are used to support the contention that adequate education for parenthood must be incorporated into high school curricula. (ED)

ED 108 738

88

PS 007 917

Klein, Alice

**Saturday School's Impact on Students, Parents and Teachers: A Summary of Three Years of Research Findings.**

Ferguson-Florissant School District, Ferguson, Mo.

Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C. Div. of Plans and Supplementary Centers.

Pub Date [74]

Note—115p.; For related documents, see ED 099 145-146, 100 512, 100 515, 101 835, and PS 007 918

EDRS Price MF-\$0.76 HC-\$5.70 PLUS POSTAGE

Descriptors—Cognitive Development, Diagnostic Tests, \*Handicapped Children, \*Home Programs, Home Visits, Kindergarten Children, Learning Disabilities, Parent Attitudes, Parent Participation, Physical Development, \*Preschool Education, \*Preschool Programs, \*Program Evaluation, Social Development, Teacher Evaluation

Identifiers—Elementary Secondary Education Act Title III, ESEA Title III, Missouri, \*Parent Child Education Program

This report presents the major outcomes of the Saturday School (a school and home learning program for 4-year-olds in a large suburban school district) during its first three years of operation. Data summarized indicates the program's impact on the children, especially those with learning problems, and the effect of the program on the attitudes, behaviors, and competencies of the parents and staff members. Program components include 3-hour morning or afternoon sessions on Saturdays; diagnosis of each child's cognitive, social, and physical development; use of parents as teacher aides; weekly home visits by teachers or specialists; and home activity guides for parents. Descriptions of the tests and forms used and summaries of the program results make up the bulk of the report. In all areas measured, students, parents, and teachers showed significant improvements. Test scores for both normal and handicapped students are compared. (ED)

ED 108 739

88

PS 007 918

**The Child with Special Problems: An Evaluation Report.**

Ferguson-Florissant School District, Ferguson, Mo.

Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C. Div. of Plans and Supplementary Centers.

Pub Date [74]

Note—30p.; For related documents, see ED 099 145-146, 100 512, 100 515, 101 835, and PS 007 917

EDRS Price MF-\$0.76 HC-\$1.95 PLUS POSTAGE

Descriptors—Cognitive Development, Data Analysis, Emotionally Disturbed Children, \*Handicapped Children, Interaction Process Analysis, Language Development, \*Learning Disabilities, Mental Retardation, Parent Child Relationship, \*Preschool Children, \*Preschool Education, Preschool Programs, \*Program Evaluation, Student Improvement

Identifiers—Elementary Secondary Education Act Title III, ESEA Title III, Missouri, \*Parent Child Early Education Program

This report examines the impact of the Saturday School (a school and home learning program for 4-year-olds in a large suburban school district) on the following four groups: (1) students with learning disabilities, (2) students identified as either "mentally retarded" or of "low intellectual functioning", (3) students with emotional problems, and (4) parents of students with emotional problems. Standardized test results and ratings, administered in a pre-post design, constitute the majority of the data presented for each of the three years of program operation. Follow-up data on the lasting effects of the program into the kindergarten year are also presented for students with emotional problems. It is concluded that the program has had a significant impact on the students identified as having some kind of problem affecting their learning, as well as on the parents of emotionally disturbed students. Data tables are included. (ED)

ED 108 740

88

PS 007 919

**Providing for the Preschool Child with Problems.**

Ferguson-Florissant School District, Ferguson, Mo.

Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.

Pub Date [75]

Note—21p.; For related documents, see ED 099 145, ED 099 146, ED 100 512, ED 100 515, ED 101 835, PS 007 917 and PS 007 918; Best copy available

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—Case Studies, Clinical Diagnosis, \*Handicapped Children, Home Visits, \*Identification, Individualized Programs, Inservice Teacher Education, \*Learning Disabilities, \*Parent Participation, \*Preschool Education, Program Descriptions, Regular Class Placement, Retarded Children, Special Education

Identifiers—Elementary Secondary Education Act Title III, ESEA Title III, Missouri, \*Parent Child Early Education Program

This booklet describes the Saturday School, a school and home learning program for four-year old children, which emphasizes the identification and remediation of learning problems. The program includes: (1) individual diagnosis of children's needs and abilities, (2) half-day Saturday school sessions, (3) weekly home teaching visits, and (4) parent follow-up activities. Children with problems are identified and diagnosed during initial screening and observed and evaluated throughout the year. Inservice teacher training, consultation by specialists, and parent involvement are important aspects of the program. Handicapped children are integrated into regular classes. Both retarded and learning disabled children have made substantial gains and maintained these gains in regular elementary school situations. Several case studies are included. (ED)

ED 108 741

PS 007 920

**Parent Involvement: Some Considerations.**

Hyde Park - Kenwood Community Conference, Chicago, Ill. Child Care Task Force.

Pub Date Oct 73

Note—16p.

Available from—Child Care Task Force, Hyde Park-Kenwood Community Conference, 1400 East 53rd Street, Chicago, Illinois 60615 (Paper, \$0.50)

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—\*Activities, Child Care Centers, \*Day Care Services, \*Early Childhood Education, Enrichment Activities, \*Family School Relationship, Parent Conferences, Parent Education, \*Parent Participation, Parent Responsi-



bility. Parents, Parent Workshops, Recreational Activities

The focus of this paper is on the immediate and long-range advantages of parent involvement, the definitions and implications of varying levels of parent involvement in child care center operations, and the general means by which a chosen level of involvement might be achieved. The advantages of parent involvement are discussed briefly in terms of the child, parents, and staff and center, and several factors affecting the level of involvement are outlined. Four general categories of parent participation are defined (non-involvement or little involvement, non-decision-making, decision making, and parent control) and their implications enumerated. A few suggestions for involving parents at each desired involvement level are given. (ED)

ED 108 742 PS 007 921

**Child Care Task Force Handbook on Child Care Center Licensing and Funding. Revised Edition.**  
Hyde Park - Kenwood Community Conference, Chicago, Ill. Child Care Task Force.  
Pub Date Apr 74

Note—34p.  
Available from—Child Care Task Force, Hyde Park-Kenwood Community Conference, 1400 E. 53rd Street, Chicago, IL 60615 (Paper, \$0.50)

EDRS Price MF-\$0.76 HC-\$1.95 PLUS POSTAGE

Descriptors—Budgets, \*Certification, Child Care Centers, \*Day Care Services, \*Early Childhood Education, Educational Facilities, Educational Policy, Fees, Financial Needs, Financial Problems, Physical Environment, \*State Federal Support, \*State Standards

This handbook consists of information related to the licensing and funding of child care centers (which serve children aged 2 years, 10 months to 6 years) in the Chicago area. Included are: (1) a brief outline of some basic issues in the development of a child care center; (2) lists of Chicago and Illinois licensing requirements and helpful suggestions; (3) an organizational chart of licensing agencies; (4) sources of government funding for day care (local, state, and federal); guidelines for establishing fees; (6) major and minor start-up expenses and sample budgets; and (7) some basic cash flow problems that may be encountered. (ED)

ED 108 743 PS 007 922

**Schmidt, Nancy J.**  
**Children's Books on Africa and Their Authors: An Annotated Bibliography.**

Pub Date [75]  
Note—290p.; African Bibliography Series, Volume 3

Available from—Africana Publishing Company, 101 Fifth Avenue, New York, New York 10003 (\$15.00)

**Document Not Available from EDRS**

Descriptors—\*Adolescent Literature, \*African Literature, Analytical Criticism, \*Annotated Bibliographies, Authors, Childrens Books, \*Childrens Literature, \*Elementary Secondary Education, Folklore Books, Illustrations, Indexes (Locators), Literature Reviews, Poetry, Textual Criticism

Identifiers—\*Africa

This annotated bibliography of children's books about Africa cites more than 800 entries written in English and published in the United States, Africa, and Europe. The books (designed for children in early elementary school through young adulthood) are evaluated in terms of the validity of the perspective of Africa which they present. Both illustrations and contents of the books are appraised for the amount and accuracy of information on Africa, and their contribution to an understanding of African culture and history for young readers. The bibliography is arranged by author. A significant portion consists of information on the authors' backgrounds, principal occupations, and qualifications. Some comparisons between various books related to the same subjects are made. Geography, name, series, subject, title and tribal indexes are provided. (LD)

ED 108 744 PS 007 925

**Schweinhart, Lawrence J.**  
**An Assessment of Extra-Family Child Care and Early Education Needs in Monroe County, Indiana.**

Pub Date Jun 74

Note—113p.; Pages 80 and 81 have been filmed from best available copy

EDRS Price MF-\$0.76 HC-\$5.70 PLUS POSTAGE

Descriptors—Behavioral Objectives, \*Child Care, Childhood Needs, \*Community Surveys, \*Day Care Services, Delivery Systems, \*Early Childhood Education, Economic Disadvantage, \*Educational Needs, Kindergarten Children, Preschool Children, Questionnaires, Statistical Surveys, Systems Approach, Working Women

This report is primarily an assessment of needs for extra-family child care and early education in Monroe County, Indiana (as of April 1974). First, child care and early education are discussed in their historical contexts from a social-systems point of view. After these general considerations, the scope of the needs of young children in Monroe County is analyzed, using the 1970 census, with consideration for both users and providers. Several previously conducted needs assessment surveys of specific user groups are summarized (RCA and Bloomington Hospital employees, personnel directors in local industry, and Head Start families). The procedures for data collection used in the present survey are described, the major effort being directed towards administration of questionnaires to both directors and parents of children in full- and part-day centers and kindergarten. Results of the survey are given and alternative strategies for dealing with the issues raised by the survey are suggested. Appendices include the questionnaires used and a complete statement of the child care needs reported on the questionnaires. (ED)

ED 108 745 PS 007 927

**Gratch, Gerald**  
**On Levels of Awareness of Objects in Infants and Students Thereof.**

Pub Date 6 Feb 75

Note—32p.; Paper presented at the Merrill-Palmer Institute Conference on Research and Teaching of Infant Development (February 1975)

EDRS Price MF-\$0.76 HC-\$1.95 PLUS POSTAGE

Descriptors—\*Cognitive Development, \*Developmental Tasks, \*Infant Behavior, \*Infants, Learning Theories, Longitudinal Studies, \*Perceptual Development, Reactive Behavior, Research Design

Identifiers—\*Piaget (Jean)

This paper describes a series of longitudinal experiments which dealt with the development of object awareness in infants, ages 6-18 months. The experiments were designed to document and evaluate Piaget's account of this development. The studies focused on two types of phenomena: (1) when infants first find an object hidden in one place, they will search at that place even when the object has been hidden at a second place; and (2) in terms of a system of levels, infants' responses to seeing one object disappear, and finding another in its place. Examination of the two types of phenomena generally supported Piaget's notion of an intermediate level of object awareness, one where infants sense a definite but diffuse connection between successive appearances of objects in time and space. The need for clarification of Piaget's hypothesis concerning the nature of object awareness during this period is noted. (ED)

ED 108 746 PS 007 928

**Lazar, Irving**  
**Long Range Planning for Children's Services.**

Pub Date [74]

Note—7p.

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—\*Children, Community Resources, Community Surveys, \*Cooperative Planning, \*Delivery Systems, Financial Policy, \*Human Services, Interagency Planning, \*Needs, Political Issues, Public Policy

This paper presents a brief examination of the factors involved in planning for and providing services to people, especially children, in light of diminished public funding. It is suggested that new services be related to existing services and that a consolidated system of service delivery be developed. Emphasis is placed on reevaluating the function of needs surveys in the political contexts in which they are used. (ED)

ED 108 747 PS 007 929

**Conrad, Eva**  
**Peer Tutoring: A Cooperative Learning Experience.**

Arizona Univ., Tucson. Arizona Center for Educational Research and Development.  
Pub Date [74]

Note—29p.

Available from—Information Officer, Arizona Center for Educational Research and Development, College of Education, University of Arizona, Tucson, AZ 85721 (Paper, \$1.00)

EDRS Price MF-\$0.76 HC-\$1.95 PLUS POSTAGE

Descriptors—\*Elementary Education, Elementary School Students, \*Individualized Instruction, Individualized Programs, Peer Relationship, \*Peer Teaching, Reinforcement, Small Group Instruction, Teaching Techniques, Training Techniques, \*Tutorial Programs, \*Tutoring, Tutors

Identifiers—Arizona, \*Tucson Early Education Model

This brief illustrated booklet suggests procedures for the incorporation of planned peer tutoring into daily classroom routines. This method of instruction has been found to be usable with a variety of academic tasks and is seen as one way to achieve individualization of instruction. The booklet focuses on the definition of peer tutoring; benefits of the tutee, tutor and teacher; tutor training techniques; appropriate tutoring tasks (grouped by academic areas); appropriate materials; and record keeping. A brief look at how one teacher uses peer tutoring in her classroom is included. (ED)

ED 108 748 PS 007 931

**Walker, Alice A.**  
**The Role of Relational Concepts in the Acquisition of Conservation.**

Pub Date Mar 75

Note—8p.; Paper presented at the Annual Meeting of the American Educational Research Association (Washington, D. C., March 30-April 3, 1975)

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—\*Cognitive Development, \*Cognitive Processes, \*Conservation (Concept), \*Kindergarten Children, Learning Processes, Logical Thinking, \*Primary Education, Sex Differences

Identifiers—\*Piaget (Jean)

The purpose of the present study was to determine if a developmental sequence could be established for the appearance of conservation. A series of four dimensional tasks and a conservation task were administered to 25 kindergarten girls and 25 kindergarten boys. The dimensional tasks tested understanding of comparative and superlative terms along one and two dimensions and the ability to define the relevant dimension in a given situation. A scalogram analysis indicated the existence of a developmental sequence consisting of understanding relational terms along one dimension, defining the relevant dimension, coordinating relational terms along two dimensions, and conservation. The sequence was valid for girls, but was only a "quasi-scale" rather than a true sequence for boys due to more variability in the boys' response pattern. (ED)

ED 108 749 PS 007 932

**Goodstein, H. A. And Others**  
**The Prediction of Elementary School Failure Among High Risk Children.**

Connecticut Univ., Storrs. Dept. of Educational Psychology.

Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.; Office of Economic Opportunity, Washington, D.C.

Pub Date Apr 75

Grant—OFG-0-70-2250(607)

Note—22p.; Paper presented at the Annual Meeting of the American Educational Research Association (Washington, D.C., March 30-April 3, 1975)

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—\*Academic Achievement, Achievement Tests, Comparative Analysis, \*Elementary Education, Intellectual Development, Intelligence Quotient, Intervention, \*Learning Difficulties, \*Longitudinal Studies, Multiple

Regression Analysis, \*Predictive Ability (Testing), Predictive Validity, School Holding Power, Social Development, Special Classes Identifiers—\*Project Head Start

This report briefly summarizes the educational progress of a sample of children who took part in one of the earliest Head Start programs (1966). The report addresses the following questions: (1) Was participation in Head Start a factor in preventing retention in grade and/or special class placement? (2) Were there differences between Head Start and non-Head Start children on achievement measures upon reaching the sixth grade level? (3) What was the efficiency of a battery of psychoeducational tests administered at the beginning of first grade in prediction of academic achievement in the sixth grade? and (4) Did this battery of tests assist in the discrimination between children who progressed normally through the grades and those who were retained or placed in special classes? Preschool test results (from children exiting Head Start in 1966 and their non-Head Start counterparts) were compared to the results of the Large-Thorndike intelligence quotients and the Metropolitan Readiness Test (MRT) (for the same children in the sixth grade). Results showed that a significantly smaller percentage of Head Start children than non-Head Start children had been placed in special education classes or retained in grade; though there were no significant differences in academic achievement at the sixth grade level. Also demonstrated was the possibility predicting a high percentage of children who will fail to progress as expected in elementary schools; the MRT provided for a large percentage of this potential prediction. (ED)

**ED 108 750 PS 007 933**

Fessler, Elizabeth. And Others.

**Changes in Scholastic Achievement of Disadvantaged Children Enrolled in Follow Through PEP-IPi Project.**

Pub Date Mar 75

Note—10p.; Paper presented at the Annual Meeting of the American Educational Research Association (Washington, D.C., March 30-April 3, 1975)

**EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE**

Descriptors—Academic Achievement, Achievement Gains, \*Compensatory Education Programs, \*Disadvantaged Youth, Individualized Curriculum, \*Individualized Instruction, Intervention, \*Longitudinal Studies, Maturation, Parent Participation, \*Primary Education, Self Concept, Teacher Attitudes

Identifiers—\*Project Follow Through

This paper briefly summarizes the findings of a study of the effects of the Follow Through Primary Education Project-Individualized Prescribed Instruction (PEP-IPi) model. The project was designed to provide individualized instruction (with emphasis on perceptual and motor abilities, language concepts, classifying skills and reasoning abilities) to disadvantaged children in kindergarten through third grade. The individualization was accomplished through diagnosis of pupil achievement using a content-referenced testing program followed by the development and implementation of prescriptions. The PEP-IPi children, when compared with their respective controls, showed significant gains on standardized indices of achievement. (ED)

**ED 108 751 PS 007 934**

Kaufman, Barry A.

**Will the Real Jean Piaget Please Stand Up: An Epistemological Critique of Three Piaget-Based Early Childhood Curricula.**

Pub Date Apr 75

Note—24p.; Paper presented at the Annual Meeting of the American Educational Research Association (Washington, D.C., March 30-April 3, 1975)

**EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE**

Descriptors—Behavioral Objectives, Child Development, Cognitive Development, Cognitive Processes, \*Curriculum Design, Curriculum Evaluation, \*Early Childhood Education, \*Educational Theories, Intellectual Development, Learning Processes, Logical Thinking, \*Models, \*Theoretical Criticism, Transformation Theory (Language)

Identifiers—\*Piaget (Jean)

This critique of three Piaget-based curricula presents the argument that it is essential for early childhood educators to distinguish between the actual contributions of Piaget in regard to specific epistemological questions and the way these contributions have been reinterpreted to provide a basis for early childhood curriculum reform. The critique focuses on the dual aspects of interpretation and application for the three programs analyzed: (1) David Weikart's Cognitively Oriented Curriculum; (2) Celia S. Lavatelli's Early Childhood Curriculum: A Piaget Approach; and (3) Constance Kamii's and Rheta DeVries' Piaget for Early Education. Piaget's epistemology is reviewed with reference to his views on the nature of subject-object relationship, the construction of operations, the nature of physical and logico-mathematical knowledge, and the representation of knowledge. Each of the three curricula is analyzed according to these epistemological foundations. (ED)

**ED 108 752 88 PS 007 952**

**Early Childhood Education: A Handbook for Developing Preschool Programs.**

New Albany City Schools, Miss.

Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.

Bureau No—71-7090

Pub Date Dec 73

Note—93p.

**EDRS Price MF-\$0.76 HC-\$4.43 PLUS POSTAGE**

Descriptors—Centers of Interest, \*Child Development, Cognitive Development, \*Early Childhood Education, Emotional Development, Evaluation, Instructional Staff, Language Development, Learning Activities, Parent Participation, Physical Development, \*Preschool Children, \*Preschool Programs, \*Program Descriptions, Readiness, Social Development Identifiers—Elementary Secondary Education Act Title III, ESEA Title III

This manual describes an early childhood education program for 200 children, ages 4 and 5, based on community needs and designed to prepare children for entry into a non-graded elementary instructional program. Following an overview of the program and a rationale for preschool education, various aspects of the preschool operations are reviewed, including: program purposes and objectives; elements of child development; staffing; scheduling; equipment; units of study; interest centers and learning activities; field trips; use of resource people; special services; parent involvement; evaluation techniques and record keeping. Sample forms and correspondence are included. (ED)

**ED 108 753 95 PS 007 960**

Mann, Marlis E. Albertson, Kay

**A Performance Based Early Childhood Special Education Teacher Preparation Program: Overview.**

Virginia Univ., Charlottesville. School of Education.

Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.

Pub Date [74]

Grant—OEG-0-7104153(603)

Note—50p.; For other documents on this program, see PS 007 961-974

**EDRS Price MF-\$0.76 HC-\$1.95 PLUS POSTAGE**

Descriptors—Behavioral Objectives, \*Early Childhood Education, Evaluation Criteria, Handicapped Children, Individualized Programs, Models, Parent Education, \*Performance Based Teacher Education, Practicums, Preschool Programs, \*Preschool Teachers, \*Program Descriptions, \*Special Education Teachers, Student Teaching

This monograph presents an overview of the Early Childhood-Special Education Teacher Preparation Program designed to prepare preschool teachers to be developmental diagnosticians and learning facilitators for young children, including children with handicaps, from birth to age 7. This report describes the operational aspects of the program (sequence, module requirements, practicum policies, and evaluation). The program provides a performance-based, field-centered, personalized, and systematically designed teacher education curriculum at the Master's Degree level. Descriptions of the program components and evaluation procedures

with samples of appropriate forms are included. The child education program component, which provides an experience-centered curriculum for children, and the education program for parents of participating children, are discussed briefly. (ED)

**ED 108 754 95 PS 007 961**

Mann, Marlis E. And Others

**Child Development Center Curriculum: Child Program for the Early Childhood-Special Education Teacher Preparation Program. Monograph 2.**

Virginia Univ., Charlottesville. School of Education.

Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.

Pub Date [74]

Grant—OEG-0-7104153(603)

Note—279p.; For other documents on this program, see PS 007 960-974

**EDRS Price MF-\$0.76 HC-\$14.59 PLUS POSTAGE**

Descriptors—\*Child Development, Cognitive Development, \*Early Childhood Education, Educational Assessment, Educational Strategies, Handicapped Children, Individualized Programs, Language Development, Learning Processes, Motor Development, \*Performance Based Teacher Education, \*Preschool Curriculum, \*Program Descriptions, Social Development

This monograph describes the curriculum of the child development center of the Early Childhood-Special Education Teacher Preparation Program. The center provides a model preschool program in which teacher trainees work with children, ages 2-6, (several of whom have developmental deficiencies). The curriculum is designed to help teacher trainees organize the learning environment for an experience-centered curriculum, which allows children to explore knowledge in an interdisciplinary and multisensory way. Various aspects of the curriculum's theoretical rationale are discussed. Desired outcomes and growth sequences for the developmental areas covered by the curriculum (language, cognitive, motor, and social) are presented in detail, along with the procedures for assessing and measuring the child's growth in these areas, and the variety of strategies and materials available to the teacher for directing the child's development. (ED)

**ED 108 755 95 PS 007 962**

Abidin, Richard R.

**Parenting Skills: A Trainer's Manual. A Performance Based Early Childhood-Special Education Teacher Preparation Program. Monograph 3.**

Virginia Univ., Charlottesville. School of Education.

Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.

Pub Date [74]

Grant—OEG-0-7104153(603)

Note—177p.; For other documents on this program, see PS 007 960-974

**EDRS Price MF-\$0.76 HC-\$9.51 PLUS POSTAGE**

Descriptors—Behavioral Objectives, \*Behavior Change, Conditioning, \*Early Childhood Education, \*Manuals, Parent Child Relationship, \*Parent Education, Parent Role, \*Parent Workshops, Performance Based Teacher Education, Sensitivity Training, \*Training Techniques

This manual, developed as part of the performance-based Early Childhood-Special Education Teacher Preparation Program, is a trainer's manual for teaching parenting skills. Each module or set of modules presents effective skills for managing and changing behaviors of adults and children. Several profession strategies and theoretical orientations are represented, including client-centered humanistic psychology, rational emotive psychology and behavioristic psychology. In each module the trainer is given objectives, materials needed, procedures for facilitating discussion, pertinent literature references, and directions for homework assignments. Three courses are outlined which combine sessions on the following topics: developing sensitivity, building effective parent-child relationships, and using various behavior modification techniques. Optional sessions on developing the child's intelligence, special education, and helping the child with homework are also included. (ED)

**ED 108 756 PS 007 963**

Albertson, Kay Payne, James

**Directive Process. A Performance-Based Early Childhood-Special Education Teacher Preparation Program. Monograph 4.**

Virginia Univ., Charlottesville. School of Education.

Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C. Pub Date 74

Grant—OEG-0-7104153(603)-71-74

Note—31p.; For other documents on this program, see PS 007 960-974; Filmed from best available copy

**EDRS Price MF-\$0.76 PLUS POSTAGE. HC Not Available from EDRS.****Descriptors**—Behavioral Objectives, Cognitive Development, \*Disadvantaged Youth, \*Early Childhood Education, Educational Principles, Feedback, Interaction Process Analysis, Language Development, \*Performance Based Teacher Education, \*Reinforcement, Special Education, Teacher Education Curriculum, \*Teaching Methods**Identifiers**—\*Bereiter Engelmann, Distar

This monograph, the fourth in a series pertaining to the Early Childhood-Special Education Teacher Preparation Program at the University of Virginia, describes the highly structured directive teaching process. The foremost example of the directive teaching process is the Bereiter-Engelmann model which is geared toward alleviating the language and conceptual deficits often observed in disadvantaged children, by using a highly structured educational environment. The seven major principles of learning and instruction which underlie this model are discussed. A description of how the model functions in the overall program of language, reading, arithmetic and music and a discussion of the presentation and feedback strategies basic to this approach are included, along with depiction of the interaction patterns which evolve from use of the directive process. Module requirements and cognitive and skill competencies to be acquired by the student are outlined. (ED)

**ED 108 757 PS 007 964**

Mann, Marlis

**Developmental Learning Process. A Performance-Based Early Childhood-Special Education Teacher Preparation Program. Monograph No. 5.**

Virginia Univ., Charlottesville. School of Education.

Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C. Pub Date 74

Grant—OEG-0-7104153(603)-71-74

Note—38p.; For other documents on this program, see PS 007 960-974

**EDRS Price MF-\$0.76 HC-\$1.95 PLUS POSTAGE****Descriptors**—Behavioral Objectives, Developmental Programs, \*Early Childhood Education, Interaction Process Analysis, \*Learning Processes, Learning Theories, \*Performance Based Teacher Education, Positive Reinforcement, Questioning Techniques, Special Education, Student Teacher Relationship, \*Teacher Education Curriculum, Teaching Methods, \*Teaching Techniques, Verbal Stimuli, Video Tape Recordings

This module, used in the Early Childhood-Special Education Teacher Preparation Program at the University of Virginia, describes how the learning facilitator (teacher) functions as an instructor in the developmental learning process in a child-centered curriculum for young children. The introduction contains a description of the role of the learning facilitator in the developmental process and lists the types of encoding techniques and questioning and statement strategies available to the teacher. The use of verbal interaction is classified according to cognitive, perceptual motor, social and language development, and the mode of interaction defined. Instruction in this module includes use of video tape recordings of teacher-child interactions. An observation rating scale (with coding formulas) and classroom discussion scripts used with these video tapes are presented. Also outlined are the schedule of classes and practicum and the competencies to be acquired by the student through study of this module. (ED)

**ED 108 758 PS 007 965**

Mann, Marlis And Others

**Language Development: Auditory Perception. A Performance-Based Early Childhood-Special Education Teacher Preparation Program. Monograph 6.**

Virginia Univ., Charlottesville. School of Education.

Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C. Pub Date 74

Grant—OEG-0-7104153(603)-71-74

Note—91p.; For other documents on this program, see PS 007 960-974

**EDRS Price MF-\$0.76 HC-\$4.43 PLUS POSTAGE****Descriptors**—Auditory Evaluation, \*Auditory Perception, Auditory Tests, Behavioral Objectives, \*Early Childhood Education, Educational Environment, \*Language Development, Measurement Techniques, \*Perceptual Development, Perceptually Handicapped, \*Performance Based Teacher Education, Reading Readiness, Special Education, Teacher Education Curriculum, Teaching Methods

This monograph presents the module on auditory perception and its relationship to language development used in the Early Childhood-Special Education Teacher Preparation Program at the University of Virginia. The ontogeny for auditory perceptual skills, from the first through the 60th month, and auditory perceptual skill outcomes for the young child are listed. The importance of auditory perception for the child's general development and for reading readiness is discussed briefly. The bulk of this module consists of a presentation of the ontogeny, measurement techniques, and conditions for learning for the following learner characteristics: awareness of sound, focus of sound, figure ground discrimination, auditory discrimination, auditory memory, sequencing and synthesizing sound, and classification, integration and monitoring of sound. A discussion of how to identify and deal with auditory disorders is also included. Competencies which teachers need to facilitate the development of auditory perception and the module schedule and requirements are discussed. (ED)

**ED 108 759 PS 007 966**

Barker, Elaine Mann, Marlis

**Language Development: Reading Readiness. A Performance-Based Early Childhood-Special Education Teacher Preparation Program. Monograph 7.**

Virginia Univ., Charlottesville. School of Education.

Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C. Pub Date 74

Grant—OEG-0-7104153(603)-71-74

Note—45p.; For other documents on this program, see PS 007 960-974; Best copy available

**EDRS Price MF-\$0.76 PLUS POSTAGE. HC Not Available from EDRS.****Descriptors**—Beginning Reading, Behavioral Objectives, Child Development, \*Early Childhood Education, \*Performance Based Teacher Education, Reading Development, Reading Games, \*Reading Readiness, Reading Readiness Tests, Special Education, Story Reading, \*Teacher Education Curriculum, \*Teaching Methods

This module is designed to prepare the teacher to facilitate reading readiness in children under six years of age. Section 1 provides basic information on reading readiness: (1) an ontogeny for reading from 18-72 months of age; (2) a list of learner outcomes for reading readiness and outcomes related to other areas of perceptual motor, language, social and cognitive development; (3) a description of tests for measuring reading readiness; and (4) basic strategies and equipment for encouraging readiness. Section 2 contains exemplar lesson plans and suggested activities for each of the reading readiness outcomes. Section 3 provides a list of the cognitive and skill competencies needed to facilitate the development of reading readiness and descriptions of the various approaches to the teaching of reading. (ED)

**ED 108 760 PS 007 967**

Mann, Marlis

**Language Development: Phonology. A Performance-Based Early Childhood-Special Education Teacher Preparation Program. Monograph 8.**

Virginia Univ., Charlottesville. School of Education.

Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C. Pub Date 74

Grant—OEG-0-7104153(603)-71-74

Note—97p.; For other documents on this program, see PS 007 960-974

**EDRS Price MF-\$0.76 HC-\$4.43 PLUS POSTAGE****Descriptors**—Behavioral Objectives, \*Early Childhood Education, Intonation, \*Language Development, \*Performance Based Teacher Education, Phonetics, \*Phonology, Reading Readiness, Special Education, Speech Education, Speech Pathology, Speech Skills, Speech Tests, \*Teacher Education Curriculum, Teaching Techniques

This module is designed to prepare teachers to facilitate the phonological aspects of language development. Section 1 provides detailed background information on phonology, including: (1) definition of three aspects of the phonological system (classification, intonation, and stress) with an ontogeny for each; (2) brief discussions of phonology developmental outcomes, the relevance of phonology to reading readiness and visual perception, the physiology of speech, types of developmental discrepancies in children's speech, and sociological aspects of phonology; and (3) presentation of methods for measuring phonetic development. Section 2 provides teaching strategies related to the stated learner outcomes for classification and intonation. In the last section, the competencies needed by teachers to facilitate phonology development are listed along with definitions of terms, selected readings and appropriate films. (ED)

**ED 108 761 PS 007 968**

Mann, Marlis

**Language Development: Semantics. A Performance-Based Early Childhood-Special Education Teacher Preparation Program. Monograph 9.**

Virginia Univ., Charlottesville. School of Education.

Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C. Pub Date 74

Grant—OEG-0-7104153(603)-71-74

Note—42p.; For other documents on this program, see PS 007 960-974

**EDRS Price MF-\$0.76 HC-\$1.95 PLUS POSTAGE****Descriptors**—Behavioral Objectives, \*Concept Formation, Concept Teaching, \*Early Childhood Education, Educational Environment, \*Language Development, Measurement Techniques, \*Performance Based Teacher Education, Semantics, Special Education, \*Teacher Education Curriculum, Teaching Techniques

The semantic module of the language development curriculum portion of the Early Childhood-Special Education Teacher Preparation Program at the University of Virginia includes the following: (1) outlines of the ontogeny of semantic development of children from 3 to 92 months of age, and of the basic concepts of young children viewed as semantic development outcomes; (2) discussions of the relevancy of these outcomes and of the measurement of concept development in young children; (3) an outline of the learner characteristics and situational and content variables relating to concept development; (4) a discussion of three instructional strategies (the directive, developmental, and multi-sensory learning systems approaches) useful with young children; (5) a list of the cognitive and skill competencies needed by teachers to develop concepts in young children; and (6) the module mechanics, including selected readings, scheduling, and appropriate films. (ED)

**ED 108 762 PS 007 969**

Mann, Marlis

**Language Development: Syntax. A Performance-Based Early Childhood-Special Education Teacher Preparation Program. Monograph 10.**

Virginia Univ., Charlottesville. School of Education.

Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C. Pub Date 74

Grant—OEG-0-7104153(603)-71-74

Note—93p.; For other documents on this program, see PS 007 960-974

**EDRS Price MF-\$0.76 HC-\$4.43 PLUS POSTAGE**



**Descriptors**—Behavioral Objectives, \*Early Childhood Education, Educational Environment, Grammar, Interaction Process Analysis, \*Language Development, Language Patterns, Measurement Techniques, \*Performance Based Teacher Education, Special Education, \*Syntax, \*Teacher Education Curriculum, Teaching Techniques, Transformation Theory (Language)

The syntax module of the language development curriculum portion of the Early Childhood-Special Education Teacher Preparation Program at the University of Virginia includes the following areas: (1) various aspects of syntax development as background for an outline of the ontogeny of syntax development in children 18-106 months of age; (2) syntax development outcomes appropriate to young children, including the relevancy of such with special reference to Chomsky's theoretical position; (3) techniques for measuring syntax development with particular emphasis placed upon techniques developed by both Lee and Menyuk; (4) general condition needed for development of syntax; (5) specific conditions and appropriate teaching strategies for development of (a) the ability to express oneself in identified patterns of standard English, (b) the ability to ask questions, and (c) fluency; and (6) cognitive and skill competencies needed by teachers for facilitating the development of syntax in young children. (ED)

**ED 108 763** PS 007 970

Beers, Carol And Others

**Perceptual Motor Development. A Performance-Based Early Childhood-Special Education Teacher Preparation Program. Monograph 11.** Virginia Univ., Charlottesville. School of Education.

Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C. Pub Date 74

Grant—OEG-0-7104153(603)-71-74

Note—171p.; For other documents on this program, see PS 007 960-974

**EDRS Price MF-\$0.76 HC-\$8.24 PLUS POSTAGE**

**Descriptors**—Behavioral Objectives, \*Early Childhood Education, Measurement Techniques, Motor Development, Perceptual Development, \*Perceptual Motor Learning, \*Performance Based Teacher Education, Physical Development, \*Physically Handicapped, Physiology, Special Education, \*Teacher Education Curriculum, Teaching Techniques

The perceptual motor development module, the eleventh in a series developed for the Early Childhood-Special Education Teacher Preparation Program at the University of Virginia, provides the student with basic information on the physiological development of young children. A number of learning and measurement activities related to children's perceptual, physical, and combined perceptual motor abilities are offered. A brief narrative is given for each area of physiological development (height and weight, and skeletal, nervous, muscular and endocrine systems), followed by available ontogenetic data. Learner characteristics charts, under each of the abilities discussed, provide information on areas of development, ontogenies and conditions necessary to work effectively with certain developmental abnormalities. Much of this module consists of these charts and suggested learning and measurement activities. A list of appropriate cognitive competencies needed by teachers is given. (ED)

**ED 108 764** PS 007 971

Mueller, Carol S. Hallahan, Daniel P.

**Attending Development. A Performance-Based Early Childhood-Special Education Teacher Preparation Program. Monograph 12.** Virginia Univ., Charlottesville. School of Education.

Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C. Pub Date 74

Grant—OEG-0-7104153(603)-71-74

Note—37p.; For other documents on this program, see PS 007 960-974; Some pages may reproduce poorly

**EDRS Price MF-\$0.76 HC-\$1.95 PLUS POSTAGE**

**Descriptors**—Attention, Attention Control, Attention Span, Behavioral Objectives, Behavior Change, Bibliographies, \*Cognitive Development, Conceptual Tempo, \*Early Childhood

Education, Motivation, \*Performance Based Teacher Education, Research, \*Special Education

The attending development module of the Early Education-Special Education Teacher Preparation Program at the University of Virginia deals with various aspects of attention in young children. Areas covered include: (1) developmental aspects of attention; (2) gaining and maintaining attention; (3) motivation and attention; (4) cognitive styles and cognitive controls; (5) cognitive tempo and its applications in intervention strategies for attentional deficits; (6) techniques for facilitating attention, including special classroom environments, direct instruction of attention behavior, modeling, and behavior modification; and (7) evaluation of intervention techniques. For each area a general introduction is provided together with a bibliography of selected readings (some briefly abstracted). Attention competencies needed by the teacher are listed. (ED)

**ED 108 765** PS 007 972

Mann, Lynne

**Social Development: Self Help Skills. A Performance-Based Early Childhood-Special Education Teacher Preparation Program. Monograph 13.**

Virginia Univ., Charlottesville. School of Education.

Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C. Pub Date 74

Grant—OEG-0-7104153(603)-71-74

Note—25p.; For other documents on this program, see PS 007 960-974

**EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE**

**Descriptors**—\*Early Childhood Education, Exceptional Child Education, Hygiene, Learning Activities, \*Performance Based Teacher Education, \*Self Care Skills, Skill Development, \*Social Development, \*Teacher Education Curriculum

**Identifiers**—\*Montessori  
This monograph presents the self-help skills module of the social development curriculum portion of the Early Childhood-Special Education Teacher Preparation Program. Included are: (1) an ontogeny of self-help skills (feeding, dressing, toileting, and grooming) in young children; (2) a brief discussion of the relevance of self-help skills to the development of young children; (3) an outline of conditions in the environment which facilitate the development of self-help skills; (4) a total of 15 specific Montessori practical life exercises; and (5) a brief outline of four desired learner outcomes (with instructional procedures) for both normal and handicapped children. (ED)

**ED 108 766** PS 007 973

Castle, Kathryn

**Social Development: Individuation. A Performance-Based Early Childhood-Special Education Teacher Preparation Program. Monograph 14.**

Virginia Univ., Charlottesville. School of Education.

Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C. Pub Date 74

Grant—OEG-0-7104153(603)-71-74

Note—70p.; For other documents on this program, see PS 007 960-974; Filmed from best available copy

**EDRS Price MF-\$0.76 HC-\$3.32 PLUS POSTAGE**

**Descriptors**—Body Image, \*Early Childhood Education, Egocentrism, \*Individual Development, Measurement Techniques, Moral Development, Motor Development, \*Performance Based Teacher Education, Self Concept, Self Esteem, Self Expression, \*Social Development, Special Education, \*Teacher Education Curriculum

This monograph describes the individuation module (concerning the perceptions, cognitions, feelings, attitudes and beliefs a person develops towards himself), which is part of the Early Childhood-Special Education Teacher Preparation Program. This module deals with six aspects of the emerging self: body image, self-image, self-concept, self-esteem, ideal self and moral self. Learner outcomes, ontogenies, discussion of the module's relevance to early childhood education, measurement techniques, and instructional strategies pertinent to desired outcomes are provided

for each of these six areas. Deviancies and handicapping situations are also discussed for body image, self-concept and moral development. Cognitive and skill competencies needed by the teacher, and an outline of required readings and activities are included. (ED)

**ED 108 767** PS 007 974

Mann, Marlis And Others

**A Performance-Based Early Childhood-Special Education Teacher Preparation Program. Final Report.**

Virginia Univ., Charlottesville. School of Education.

Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C. Pub Date 74

Grant—OEG-0-7104153(603)-71-74

Note—78p.; For other documents on this program, see PS 007 960-973

**EDRS Price MF-\$0.76 HC-\$4.43 PLUS POSTAGE**

**Descriptors**—Course Evaluation, \*Curriculum Evaluation, \*Early Childhood Education, Evaluation Criteria, Handicapped Children, Individualized Programs, Measurement Techniques, Models, Parent Education, \*Performance Based Teacher Education, Program Descriptions, \*Program Evaluation, Program Improvement, \*Special Education, Summative Evaluation

This monograph presents an overview and evaluation of the three years of development and initial implementation of the Early Childhood-Special Education Teacher Preparation Program (Master's degree level). The Comfield Teacher Preparation Model, a performance-based, field-centered, personalized and systematically designed program of sequences of orienting, foundation and consolidating experiences, served as the basis for the development and implementation of this project. Process and product modules used in conjunction with field work made up the curriculum. Teachers were trained to facilitate learning in both normal and handicapped children in regular classrooms. Procedures and instruments used for evaluating the program and the separate modules are discussed. The experimental group (10 original trainees) and two control groups (10 students each from traditional early childhood and special education teacher preparation programs) were compared to evaluate the program's effectiveness. The trainees were found to perform equally as well as their student counterparts. Some conclusions relative to the Comfield Model's effectiveness are presented. Data tables are included. (ED)

**ED 108 768** PS 008 091

Cline, Marvin G. And Others

**Evaluation as Experimentation: Evaluation of the Follow Through Planned Variation Model. Volume 2A: Two-Year Effects of Follow Through. Final Report.**

Abt Associates, Inc. Cambridge, Mass.

Spons Agency—Office of Education (DHEW), Washington, D.C. Office of Planning, Budgeting and Evaluation.

Report No.—AAI-74-111

Pub Date 1 May 75

Contract—OEC-0-72-5221

Note—378p.; For Volumes 1A and 1B of this report, see ED 094 890 and ED 094 891; For Volume 2B, see PS 008 092

**EDRS Price MF-\$0.76 HC-\$19.67 PLUS POSTAGE**

**Descriptors**—Comparative Statistics, Compensatory Education Programs, Environmental Influences, Grade 1, Intervention, Kindergarten, \*Longitudinal Studies, Measurement Techniques, \*Models, \*Primary Education, \*Program Evaluation, Reliability, Sampling, \*Statistical Analysis, Summative Evaluation

**Identifiers**—\*Project Follow Through  
This second annual report on the National Evaluation of Follow Through (a continuation of the first report) focuses on the accumulated effects of two years of Follow Through experiences on children who remained with the same sponsors over that time period. Comparisons between Follow Through and Non-Follow Through children at the end of first grade are described. In addition to previously used child and school level analyses, site level analyses are included. Chapter 1 presents a brief overview of the report. Chapter 2 describes sample development, including definition of the current sample, comparison with last

year's, and discussion of the problems of sample bias, generalizability and sponsor-to-sponsor comparisons. Chapters 3 and 4 deal with the variables used in the analyses and includes a description of covariance selection and the final covariate set. Chapter 5 presents a description of the samples and kindergarten one-year effects for each of the ten program models. Chapter 6 presents site descriptions and effects and overall two-year effects. Chapter 7 presents conclusions of the evaluation. Appendices, which make up approximately one-third of the document, contain data tables and other supportive materials. (ED)

ED 108 769 95 PS 008 092

Cline, Marvin G. And Others

**Education as Experimentation: Evaluation of the Follow Through Planned Variation Model. Volume 2B: Monographs and Appendices. Final Report.**

Abt Associates, Inc. Cambridge, Mass.

Spons Agency—Office of Education (DHEW), Washington, D.C. Office of Planning, Budgeting, and Evaluation.

Pub Date 1 May 75

Contract—OEC-0-72-5221

Note—312p.; For Volumes 1A and 1B of this report, see ED 094 890 and ED 094 891 for, Volume 2A, see PS 008 091

EDRS Price MF-\$0.76 HC-\$15.86 PLUS POSTAGE

Descriptors—Academic Achievement, Community Characteristics, Comparative Statistics, Environmental Influences, Grade 1, Kindergarten, \*Longitudinal Studies, Measurement Techniques, \*Models, \*Primary Education, \*Program Evaluation, Research Problems, School Conditions, \*Statistical Analysis, Summative Evaluation, Teacher Characteristics

Identifiers—\*Project Follow Through

This volume presents monographs relating to the second annual report of the National Evaluation of Follow Through. Monograph 1 is concerned with site-by-site analyses of academic achievement scores for children after two years in the same Follow Through program. Conclusions dealing with first grade vs. kindergarten effects, site effects, and the difficulty in relating findings to specific programs are offered. Monograph 2, which describes the background characteristics and attitudes of the teachers associated with the Follow Through programs, is based on responses to the Spring 1973 Teacher Questionnaire. Monograph 3 focuses on school and community characteristics. Monograph 4 describes Head Start Planned Variation/Follow Through (HSPV/FT) data weaknesses and constraints, and attempts to compare test scores of "treated" and "untreated" children. Appendices and tables containing related data make up approximately one-third of the document. (ED)

## RC

ED 108 770 88 RC 008 559

Williams, Russell

**Staffing Plan for Upgrading of Rural Schools (SPURS). [Utah].**

Utah State Board of Education, Salt Lake City. Div. of Research and Development; Western States Small Schools Project, Salt Lake City, Utah.

Spons Agency—Office of Education (DHEW), Washington, D.C. Projects to Advance Creativity in Education.

Pub Date 75

Note—125p.; For related document, see ED 101 868

EDRS Price MF-\$0.76 HC-\$5.70 PLUS POSTAGE

Descriptors—Academic Achievement, Behavior Change, \*Differentiated Staffs, \*Educational Alternatives, \*Elementary Schools, Instructional Staff, \*Models, Program Evaluation, Questionnaires, \*Rural Schools, Staff Role, Statistical Analysis, Student Attitudes

Identifiers—Elementary Secondary Education Act Title III, ESEA Title III, \*Utah

The effectiveness of a differentiated staffing plan and a behavioral oriented teaching approach for upgrading of rural Utah elementary schools was examined. SPURS staffing model (an Elementary Secondary Education Act Title III project) consisted of an Instructional Design Team (com-

posed of curriculum and behavioral specialists on a multischool basis) and an Instructional Technician in each classroom. An experimental and a control fifth grade classroom were selected from each of three different school districts. Ninety experimental and 83 control subjects were selected randomly by using a standard mathematical table. These students were administered the: California Achievement Test, Level 3 Form A; Lorge-Thordike Intelligence Test; Student Activities Questionnaire; and IDEA/ETS Attitude Questionnaire. Data were treated statistically using analyses of variance and covariance. The experimental model was successful in providing an overall (multivariate) significantly better attitude toward learning and a significantly higher achievement level among students participating in SPURS. Specific areas of significance of attitude toward learning were: class content, career development, multiple talent, enjoyment of school, and individual instruction. Specific areas of achievement significance were: capitalization, punctuation, and comprehension. (NQ)

ED 108 771 RC 008 573

**The Year Behind Us, 1975--The Year Ahead, 1976.**

Bureau of Indian Affairs (Dept. of Interior), Albuquerque, N. Mex.

Pub Date Jun 75

Note—54p.

EDRS Price MF-\$0.76 HC-\$3.32 PLUS POSTAGE

Descriptors—Accountability, Adult Education, Agency Role, \*American Indians, Audiovisual Programs, \*Comparative Analysis, Educational Facilities, \*Educational Objectives, Educational Planning, Educational Research, Higher Education, \*Program Descriptions, \*Program Evaluation, Services

Identifiers—IERC, Indian Education Resources Center, \*Office of Indian Education Programs

Goals, objectives, and accomplishments of fiscal year (FY) 1975 are presented in conjunction with goals and objectives for FY 1976 in this Office of Indian Education program report. Explanations of 1976 Priority 1 and Priority 2 objectives include the following areas of concern: Priority 1 Objectives—presidential; school holding power; regulations in student records and information; publications; education information system; research projects; evaluation guidelines for contract schools; bilingual education; and Priority 2 Objectives—science curriculum bulletin; art program; bureauwide curriculum committee process; library survey; curriculum standards; Oklahoma needs assessment; early childhood education needs assessment; general information dissemination; Bureau of Indian Affairs Education Statistical Program. The 1976 divisional objectives are presented for continuing education, educational assistance, and audiovisual services. Accomplishments of FY 1975 are compared with FY 1975 goals and objectives for the Divisions of: Evaluation, Research, and Development; Continuing Education; Educational Assistance Johnson-O'Malley; Educational Assistance Title Program; School Facilities; and Educational Audiovisual Services. Excerpts from the monthly activity reports of the Indian Education Resources Center are appended. (JC)

ED 108 772 RC 008 577

Harrington, Clifford R., Comp. Glock, Sandra, Comp.

**Supplement to Task Force Report on Rural Development Research in the Northeast for the Next Five Years--A Framework. Publication 1.** Northeast Regional Center for Rural Development, Ithaca, N.Y.

Spons Agency—Rural Development Service (DOA), Washington, D.C.

Pub Date Aug 73

Note—39p.

EDRS Price MF-\$0.76 HC-\$1.95 PLUS POSTAGE

Descriptors—\*Agricultural Research Projects, \*Classification, Community Services, \*Directories, Economic Development, Economic Research, Experiment Stations, Land Grant Universities, Land Use, Low Income, \*Research Projects, \*Rural Development

Identifiers—\*Northeastern States

Prepared by the Task Force on Rural Development Research (appointed by the U.S. Department of Agriculture), this analytical directory gives primary emphasis to 133 Rural Develop-

ment 1 (RD1) research projects which were "active" projects between January 1 and June 30, 1973 in 13 Northeastern state agricultural experiment stations and the 2 land-grant colleges of 1890 in this 12 state region. Also included in this analysis are eight current projects conducted by the Economic Research Service; information on projects conducted by the Agricultural Research Service at Beltsville or Hyattsville, Maryland or elsewhere in the Northeast; and information relative to 47 "terminated" rural development projects conducted by the Northeast land-grant colleges. Current RD1 projects in the Northeast land-grant institutions are presented via tabulations which describe 13 substantive area classifications (economic development; community services; housing; local government; manpower; education and training; low income-poverty; social organization; land-use and land-use policy; environmental quality; waste materials; water; and other). Analysis indicates that of the 133 projects so classified, the greatest RD1 research interests lie in the areas of economic development, land-use and land-use policy, low income-poverty, and community services. (JC)

ED 108 773 RC 008 578

Harrington, Clifford R., Comp. Hyde, Leslie C., Comp.

**Community Resource Development: A Preliminary Bibliography of Extension-Related Material in the Northeast. Publication 2.**

Northeast Regional Center for Rural Development, Ithaca, N.Y.

Spons Agency—Rural Development Service (DOA), Washington, D.C.

Pub Date Dec 73

Note—14p.

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—\*Bibliographies, Bulletins, \*Community Development, \*Community Resources, Conservation (Environment), Correspondence Courses, Economic Factors, \*Extension Education, Land Use, Pamphlets, Publications, Regional Planning, \*Rural Development

Identifiers—\*Northeastern States

Compiled as part of an inventory of current rural development-community resource development resources and activities in 12 Northeastern states, this preliminary bibliography presents 103 publication citations and 12 Pennsylvania State University correspondence course citations. Citations are organized by state as follows: Connecticut (6); Delaware (12); Maine (2); Maryland (4); Massachusetts (6); New Hampshire (3); New Jersey (5); New York (22); Pennsylvania (28); Rhode Island (2); Vermont (5); West Virginia (10); and Joint Publications (2). All publications cited are current and/or recent, dating from 1966 to 1973. Subject areas include such topics as program planning, land use, program priorities, recreational development, regional development, economic factors, conservation, and other subject matter related to rural development. Materials cited include circulars, bulletins, leaflets, pamphlets, etc. (JC)

ED 108 774 RC 008 579

**Workshop on Evaluating State Title V Pilot Programs in the Northeast (October 29-31, 1974).**

Papers. Publication 4.

Northeast Regional Center for Rural Development, Ithaca, N.Y.

Spons Agency—Rural Development Service (DOA), Washington, D.C.

Pub Date Jan 75

Note—75p.; Papers prepared for a Training Workshop on Evaluating State Title V Programs in the Northeast (October 1974)

Available from—Northeast Regional Center for Rural Development, 242 Roberts Hall, Cornell University, Ithaca, New York 14853 (\$1.00)

EDRS Price MF-\$0.76 HC-\$3.32 PLUS POSTAGE

Descriptors—Conceptual Schemes, \*Essays, \*Evaluation Criteria, \*Evaluation Needs, Expectation, Guides, Objectives, \*Pilot Projects, Program Effectiveness, Research Criteria, \*Rural Development, Workshops

Identifiers—\*Northeastern States, Rural Development Act 1972 Title V

Four papers prepared for a training workshop sponsored by the Northeast Regional Center for Rural Development constitute this document on State Title V program evaluation needs and criteria. Entitled "Why Evaluation of the State

Title V Programs: An Overview from Different Perspectives", the first paper deals with seven major audiences identified as potential users of evaluation findings and details their specific evaluation needs. The second paper is titled "Evaluation of Rural Development Programs: Toward a Paradigm to Guide the Implementation and Evaluation of Rural Development Programs" and calls for a synthesis of the vast body of existing empirical and theoretical work into a unifying paradigm that will direct research and facilitate report among rural development practitioners. "Evaluation Needs Under Title V of the Rural Development Act of 1972" is the title of the third paper which identified two kinds of evaluation needs—(1) the intent and expectations of Congress, and (2) program effectiveness. The final paper, "The Evaluation of Development Programs", presents detailed discussion on: the nature of development, a conceptual view of development and development processes, the nature of evaluation, guidelines in the evaluation of development programs, and critical elements in the evaluation of Title V programs. (JC)

ED 108 775 RC 008 580

Fletcher, Alan M., Ed. And Others  
The Proceedings of the Conference on Rural Land-Use Policy in the Northeast (Atlantic City, New Jersey, October 2-4, 1974). Publication 5. Northeast Regional Center for Rural Development, Ithaca, N.Y.  
Spons Agency—Rural Development Service (DOA), Washington, D.C.  
Pub Date Feb 75  
Note—286p.

Available from—Northeast Regional Center for Rural Development, 242 Roberts Hall, Cornell University, Ithaca, New York 14853 (\$3.00)

EDRS Price MF-\$0.76 HC-\$14.59 PLUS POSTAGE

Descriptors—\*Conference Reports, Environmental Influences, \*Land Use, Law Enforcement, Legislation, \*Methods, \*Policy Formation, Political Power, Program Descriptions, Public Policy, \*Rural Development, Taxes, Workshops  
Identifiers—\*Control, Northeastern States

Some 35 papers resulting from presentations made at the 1974 Conference on Rural Land-Use Policy in the Northeast constitute this report on conference proceedings. Part I presents papers from the general sessions which deal with generalities relative to the following four major alternatives: (1) police power, (2) transfer of development rights, (3) public acquisition of easements, and (4) tax and other special incentive policies. Discussions relative to the impact on rural land-use of public agency administrative decisions and the role of the citizen in influencing administrative and legislative land-use policy are also presented. Part 2 presents representative workshop papers which provide examples of alternative policies and programs already underway and describe specific experiences with: use of police power as a land-use control technique; tax and special incentive policies as land-use control techniques; development rights, public acquisition, and easements as land-use control techniques; and influence of public agencies and the legislative process. Part 3 presents conference implications for research and education and the consensus, directions, and issues of rural land-use policy in the Northeast. The conference program, a list of participants, and information on conference sponsors are appended. (JC)

ED 108 776 RC 008 581

Roberts, E. F.  
A Basic Introduction to Land Use Control Law and Doctrine. Publication 6. Northeast Regional Center for Rural Development, Ithaca, N.Y.

Spons Agency—Rural Development Service (DOA), Washington, D.C.  
Pub Date Mar 75

Note—48p. Reprinted from "The Proceedings of the Conference on Rural Land-Use Policy in the Northeast" (RC 008 580)

Available from—Northeast Regional Center for Rural Development, 242 Roberts Hall, Cornell University, Ithaca, New York 14853 (\$1.00)

EDRS Price MF-\$0.76 HC-\$1.95 PLUS POSTAGE

Descriptors—Agriculture, Federal Legislation, Futures (of Society), \*Historical Reviews, \*Land Use, \*Laws, Planning, Public Policy, \*Rural Development, State Legislation, Systems Concepts, Taxes, \*Zoning

Identifiers—\*Control, Northeastern States

Divided into four sections, this paper discusses the historical development of land-use control law and doctrine. Entitled "Genesis of the Zoning Mechanism", Part 1 discusses zoning in terms of: a by-product of urbanization; common law land-use controls (public and private nuisance laws); private property as restraint on land-use legislation (State and Federal constitutional issues); approaches to the cities' problems (setbacks, height, and use limitations; eminent domain; and constitutional limitations); early problems of zoning legislation (need for enabling legislation and State Court approval); widespread adoption of zoning; and judicial obstacles still remaining. Part 2 is titled "A Basic Outline of Zoning as a System" and deals with the zoning ordinance; operation of the zoning system; and zoning system as segregated from the planning function. Titled "The Parameters of Zoning", Part 3 discusses zoning and the general welfare and the fifth amendment. "The Development of Alternative Methods of Land-Use Control" is the title of the final section which deals with: early agricultural zoning; real estate tax preference of open land; easements; state level controls; new thrusts; and "projections dangerous." (JC)

ED 108 777 RC 008 582

Hyde, Leslie C.  
State Land-Use Laws in the Northeast: A Compendium and Classification of Selected Statutes. Publication 7. Northeast Regional Center for Rural Development, Ithaca, N.Y.

Spons Agency—Rural Development Service (DOA), Washington, D.C.

Pub Date Apr 75

Note—124p.

Available from—Northeast Regional Center for Rural Development, 242 Roberts Hall, Cornell University, Ithaca, New York 14853 (\$1.00)

EDRS Price MF-\$0.76 HC-\$5.70 PLUS POSTAGE

Descriptors—Administrative Agencies, Classification, Definitions, \*Historical Reviews, Land Acquisition, \*Land Use, Law Enforcement, \*Laws, Police Action, Public Policy, \*Rural Development, \*State Legislation, Taxes, Zoning

Identifiers—Amendments, \*Northeastern States

Prepared as part of the program of the Northeast Regional Center for Rural Development under Title V of the Rural Development Act of 1972, this compendium cites 194 state laws related to public control of privately owned land outside developed urban areas in 12 Northeastern States. Arranged alphabetically and ordered chronologically, this compendium is comprised of a state-by-state listing of principal land-use laws as passed through the 1975 legislative sessions in: Connecticut, Delaware, Maine, Maryland, Massachusetts, New Hampshire, New Jersey, New York, Pennsylvania, Rhode Island, Vermont, and West Virginia. Information given on each act cited includes the following: (1) title, (2) date enacted, (3) date of amendment (if any), (4) the agency or agencies charged with administering the act, and (5) a summary of the Act's major provisions. Presented via chart, a classification system is provided for this compendium to aid in identification of laws relative to specific topics and in comparison with similar statutes in different states. The four major categories of the compendium classification system are identified as: (1) policy power; (2) use of public agencies; (3) use of tax manipulation; and (4) public acquisition of open space land. (JC)

ED 108 778 RC 008 583

Bender, Filmore E., Ed. Cummings, Lucy M., Ed.  
Evaluating Impacts of Economic Growth Proposals: An Analytical Framework for Use with Community Decision-Makers. Publication 8.

Northeast Regional Center for Rural Development, Ithaca, N.Y.

Spons Agency—Rural Development Service (DOA), Washington, D.C.

Pub Date Apr 75

Note—176p. Based on papers prepared for Workshop on Controlled and Balanced Growth: Evaluating Community Impacts of Economic Growth Proposals (Durham, New Hampshire, June 1974)

Available from—Northeast Regional Center for Rural Development, 242 Roberts Hall, Cornell University, Ithaca, New York 14853 (\$2.00)

EDRS Price MF-\$0.76 HC-\$9.51 PLUS POSTAGE

Descriptors—Case Studies, Change Strategies, Community Control, \*Community Development, Conceptual Schemes, \*Decision Making, \*Economic Development, Economic Progress, Environmental Influences, \*Evaluation Criteria, Information Needs, Measurement Techniques, Project Applications, \*Rural Development, Social Factors

Identifiers—\*Northeastern States

The nine in this publication are based on the assumption that communities must develop a framework for analyzing economic growth if they are to make responsible decisions relative to rate and form of economic growth. Divided into two parts, this document presents: (1) papers relative to general perspectives on economic growth and development, and (2) papers relative to specific case studies on economic growth. Among the perspectives presented on growth and measurement are: (1) an economist's view of opportunities and problems, (2) environmental implications, (3) sociological implications, (4) the fiscal impact of economic development on a community, (5) tools for making economic growth decisions, and (6) information problems relative to assessment. The papers which present case studies deal with: (1) the impact of seasonal home development, (2) the impact of a construction worker community on a rural county, and (3) the impact of residential development alternatives. The workshop program and the names and addresses of program participants are appended. (JC)

ED 108 779 95 RC 008 584

Christensen, Rosemary Ackley  
Working with Indian Communities and Agencies To Establish Indian Library Services. Guide 1: Establishing Indian Library Service—Part 1. National Indian Education Association, Minneapolis, Minn.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date Jun 75

Note—17p. Not available in hard copy due to poor contrast between paper and ink color. For other guides in this series, see RC 008 585-594  
Available from—National Indian Education Association, 3036 University Avenue SE, Suite 3, Minneapolis, Minnesota 55414 (\$0.75 each; \$7.50 set; \$6.50 groups of 20 sets; \$5.00 groups of 100 or more sets)

EDRS Price MF-\$0.76 PLUS POSTAGE. HC Not Available from EDRS.

Descriptors—\*American Indians, Community Involvement, \*Community Role, Definitions, Financial Support, \*Guides, Information Networks, Library Networks, \*Library Planning, \*Library Role

Libraries and information centers are rapidly becoming an integral part of American Indian life. Individuals, organizations, and tribes have come to the decision that libraries and the information services which they offer are necessary to meet Indian goals. Although these goals may vary widely from improved access to education, cultural information, information on available social services, to leisure reading, they are all based in a component or institution designed to process information—a library. Eleven guides have been developed to summarize the state-of-the-art in Indian librarianship in a series of brief, practical guides. Each guide discusses basic policies, initial steps, or discreet activities essential to successful Indian library service. The guides present three basic types of information: societal coping skills, basic considerations for implementation, and descriptions of services unique or critical to Indian libraries. Guide 1 briefly discusses establishing initial contacts with the Indian community. It emphasizes how to cope with societal differences in Indian communities. Definitions are given for library, information, and Indian community. Five sources for further reading are also cited. (NQ)

ED 108 780 95 RC 008 585

Smith, Hannis  
Working with Library Agencies to Establish Indian Library Services. Guide 2: Establishing Indian Library Service—Part 2.

National Indian Education Association, Minneapolis, Minn.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date Jun 75



Note—19p.; Not available in hard copy due to poor contrast between paper and ink color. For other guides in this series, see RC 008 584-594

Available from—National Indian Education Association, 3036 University Avenue SE, Suite 3, Minneapolis, Minnesota 55414 (\$0.75 each; \$7.50 set; \$6.50 groups of 20 sets; \$5.00 groups of 100 or more sets)

EDRS Price MF-\$0.76 PLUS POSTAGE. HC Not Available from EDRS.

Descriptors—Agency Role, \*American Indians, \*Community Role, Definitions, \*Guides, Information Services, Library Networks, \*Library Role, \*Library Services, Public Relations

Libraries and information centers are rapidly becoming an integral part of American Indian life. Individuals, organizations, and tribes have come to the decision that libraries and the information services which they offer are necessary to meet Indian goals. Eleven guides have been developed to provide initial direction and provide alternatives to those planning or developing Indian library and information systems. Each guide discusses basic policies, initial steps, or discreet activities which appear to be essential to successful Indian library service. Three basic types of information are presented in these guides: (1) societal coping skills, (2) basic considerations for implementation, and (3) descriptions of services unique or critical to Indian libraries. Guide 2 of the series briefly discusses planning for Indian library service. Emphasizing coping with societal differences in Indian and library communities, this guide discusses the: first contacts with the Indian community, development of a relationship with the community, and goals of Indian library service. Sources for additional advice and information are given. (NQ)

ED 108 781 95 RC 008 586

Wood, Margaret

Initial Organization and Staffing Patterns for Indian Library Services. Guide 3: Staffing for Indian Library Services.

National Indian Education Association, Minneapolis, Minn.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date Jun 75

Note—17p.; Not available in hard copy due to poor contrast between paper and ink color. For other guides in this series, see RC 008 584-594

Available from—National Indian Education Association, 3036 University Avenue, SE, Suite 3, Minneapolis, Minnesota 55414 (\$0.75 each; \$7.50 set; \$6.50 groups of 20 sets; \$5.00 groups of 100 or more sets)

EDRS Price MF-\$0.76 PLUS POSTAGE. HC Not Available from EDRS.

Descriptors—\*American Indians, Definitions, Guides, Information Services, \*Library Planning, \*Library Services, \*Organization, \*Program Development, Staff Utilization

American Indian tribes are rapidly recognizing the value of libraries. Along with the tribes, individuals and organizations are also recognizing that libraries and the information services which they offer are necessary to meet Indian goals. The organization, staffing, and programming for Indian library services, while basically similar to library services everywhere, involve certain special problems and unique situations. This booklet, third in a series of guides designed to provide initial direction and alternatives to those planning or developing Indian library and information systems, discusses some basic considerations in library governance, interrelationships with governmental units, and staff considerations. The following terms are defined: library structure, library board, staff organization, and library program. Seventeen sources for further reading are also cited. (NQ)

ED 108 782 95 RC 008 587

Wittstock, Laura Waterman Wolthausen, John H.

Alternatives to Standard Classification and Cataloging. Guide 4: Alternatives to Classification.

National Indian Education Association, Minneapolis, Minn.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date Jun 75

Note—17p.; Not available in hard copy due to poor contrast between paper and ink color. For other guides in this series, see RC 008 584-594

Available from—National Indian Education Association, 3036 University Avenue, SE, Suite 3, Minneapolis, Minnesota 55414 (\$0.75 each; \$7.50 set; \$6.50 groups of 20 sets; \$5.00 groups of 100 or more sets)

EDRS Price MF-\$0.76 PLUS POSTAGE. HC Not Available from EDRS.

Descriptors—\*American Indians, \*Cataloging, \*Classification, Guides, \*Library Planning, Library Services, \*Library Technical Processes, Reference Materials

Individuals, organizations, and tribes are rapidly recognizing that libraries and the information services which they offer are necessary to meet American Indian goals. Although these goals may vary widely from improved access to education, cultural information, information on available social services, to leisure reading, they are all based in a component or institution designed to process information—a library. Fourth in a series of 11 guides developed to provide initial direction and alternatives to those planning or developing Indian library and information systems, this guide briefly discusses standard cataloging systems and several alternative systems specifically designed for Indian libraries. The cataloging systems discussed include color coding, author storage methods, and accession numbers. Classification systems covered include the Library of Congress Classification, Dewey Decimal System, and Cutter System. Commercial services for cataloging are briefly reviewed. Seven sources for additional information are cited. (NQ)

ED 108 783 95 RC 008 588

Jones, Marie C. Casaday, Edith

Urban Indian Library Services. Guide 5.

National Indian Education Association, Minneapolis, Minn.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date Jun 75

Note—13p.; Not available in hard copy due to poor contrast between paper and ink color. For other guides in this series, see RC 008 584-594

Available from—National Indian Education Association, 3036 University Avenue SE, Suite 3, Minneapolis, Minnesota 55414 (\$0.75 each; \$7.50 set; \$6.50 groups of 20 sets; \$5.00 groups of 100 or more sets)

EDRS Price MF-\$0.76 PLUS POSTAGE. HC Not Available from EDRS.

Descriptors—\*American Indians, Definitions, \*Guides, Information Services, Interagency Cooperation, Library Cooperation, \*Library Planning, Models, \*Urban Areas

According to the 1970 Census, nearly one-half of the United States American Indian population lives in urban areas. Many of these Indians belong to a lower socioeconomic sector and are often discriminated against in housing, education, employment, health services, and law enforcement. Away from the protections of their own cultures and repressed in the majority culture, they have a special need for reinforcement of self-esteem. Information and referral services can help provide solutions to their everyday needs, thus assisting them to become more productive members of society. The library can furnish a variety of Indian materials to help meet these varying needs. Guide 5, one of 11 guides designed to provide initial direction and alternatives to those planning or developing Indian library and information systems, briefly discusses some basic considerations which need to be kept in mind when implementing library services for urban Indian populations. Among the topics are: library responsibility, role of Indian organizations, location of services, personnel, model services, and cooperation with schools and social services. Twelve sources for further reading are given. (NQ)

ED 108 784 95 RC 008 589

Mathews, Virginia H.

Continuing Adult Education and Indian Libraries. Guide 6: Adult Education and Indian Libraries.

National Indian Education Association, Minneapolis, Minn.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date Jun 75

Note—17p.; Not available in hard copy due to poor contrast between paper and ink color. For other guides in this series, see RC 008 584-594

Available from—National Indian Education Association, 3036 University Avenue, SE, Suite 3, Minneapolis, Minnesota 55414 (\$0.75 each; \$7.50 set; \$6.50 groups of 20 sets; \$5.00 groups of 100 or more sets)

EDRS Price MF-\$0.76 PLUS POSTAGE. HC Not Available from EDRS.

Descriptors—\*Adult Education, \*American Indians, Demonstration Programs, Financial Support, \*Guides, Library Cooperation, \*Library Planning, \*Library Role, Models, Program Descriptions

Libraries and information centers are rapidly becoming an integral part of American Indian life. Individuals, organizations, and tribes are recognizing that libraries and the information services they offer are necessary to meet Indian goals. Although these goals vary widely from improved access to education, cultural information, information on available social services to leisure reading, they are all based in a component or institution designed to process information. Sixth in a series of 11 brief, practical guides developed to provide initial direction and alternatives to those planning or engaged in developing Indian library and information systems, this guide explains the integral role of libraries in the adult education process. The guide discusses the library as a provider of adult education and describes some model programs which have been successful. Funding and problems encountered in adult education programs are also discussed. Some reading suggestions and other resources are also listed. (NQ)

ED 108 785 95 RC 008 590

Townley, Charles T.

Promoting Indian Library Use. Guide Number 7.

National Indian Education Association, Minneapolis, Minn.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date Jun 75

Note—13p.; Not available in hard copy due to poor contrast between paper and ink color. For other guides in this series, see RC 008 584-594

Available from—National Indian Education Association, 3036 University Ave., SE, Suite 3, Minneapolis, Minnesota 55414 (\$0.75 each; \$7.50 set; \$6.50 groups of 20 sets; \$5.00 groups of 100 or more sets)

EDRS Price MF-\$0.76 PLUS POSTAGE. HC Not Available from EDRS.

Descriptors—\*American Indians, Bookmobiles, Educational Programs, Guides, Information Services, \*Library Extension, \*Library Planning, \*Library Services, \*Outreach Programs

Individuals, organizations, and American Indian tribes are rapidly recognizing the value of libraries. They are recognizing that libraries and the information services which they offer are necessary to meet Indian goals. Specific sensitivity to Indian ways and alternatives is just developing as library and information services develop in Indian communities. A series of 11 guides have been developed to provide initial direction and alternatives to those planning or engaged in developing Indian library and information systems. This guide, 7th in the series, identifies and briefly describes library service components which have demonstrated potential for meeting Indian informational needs. Among these components are: the library hours, circulation policy, library rules, reference services, story hours, and educational programs. Two types of services are discussed: (1) those which take place in the library and (2) those which take place outside the library. (NQ)

ED 108 786 95 RC 008 591

Townley, Charles T.

Locally Generated Information and Referral Services in Indian Libraries. Guide 8: Generating Information in Indian Libraries.

National Indian Education Association, Minneapolis, Minn.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date Jun 75

Note—13p.; Not available in hard copy due to poor contrast between paper and ink color. For other guides in this series, see RC 008 584-594

Available from—National Indian Education Association, 3036 University Ave., SE, Suite 3, Minneapolis, Minnesota 55414 (\$0.75 each; \$7.50 set; \$6.50 groups of 20 sets; \$5.00 groups of 100 or more sets)

**EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE**

**Descriptors**—\*American Indians, Definitions, Guides, \*Information Dissemination, \*Information Processing, Information Storage, Library Materials, \*Library Planning, \*Library Services. Libraries and information centers are rapidly becoming an integral part of American Indian life. A primary concern of Indian people is the availability of dependable information on those issues and programs which directly affect their day to day lives. As the community information agency, the library plays a key role in improving access to local information. The library should concern itself with meeting the informational needs of individuals, the grass roots, by collecting, organizing, and disseminating information on local programs and issues, as they presently exist in the most objective and efficient means possible. In order to develop a successful information center, sound planning is required. Guide 8, part of a series of 11 guides designed to provide initial direction and alternatives to those planning or developing Indian library and information systems, gives a description of information centers and how to implement them in Indian communities. Topics covered are: types and location of information, organization and storage of information, and methods of dissemination. (NQ)

**ED 108 787 95 RC 008 592***Whiteman Runs Him, Elizabeth*

**Assessing Information Needs in Indian Communities. Guide Number 9: Assessing Indian Needs.** National Indian Education Association, Minneapolis, Minn.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date Jun 75

Note—20p.; Not available in hard copy due to poor contrast between paper and ink color. For other guides in this series, see RC 008 584 - 594

Available from—National Indian Education Association, 3036 University Ave., SE, Suite 3, Minneapolis, Minnesota 55414 (\$0.75 each; \$7.50 set; \$6.50 groups of 20 sets; \$5.00 groups of 100 or more sets)

**EDRS Price MF-\$0.76 PLUS POSTAGE. HC Not Available from EDRS.**

**Descriptors**—\*American Indians, \*Community Surveys, Definitions, Evaluation Needs, \*Information Needs, Information Processing, Interviews, \*Library Planning, \*Library Role, Questionnaires

Libraries and information centers are rapidly becoming an integral part of American Indian life. Individuals, organizations, and tribes are recognizing that libraries and the information services they offer are necessary to meet Indian goals. Eleven guides have been developed to provide initial direction and alternatives to those planning or developing Indian library and information systems. However, before making any decision in the establishment or expansion of a library program, the library's role in meeting the community's information needs must be defined. Guide 9 of the series discusses the assessment of information needs in the Indian community. Topics discussed are: (1) information needed; (2) collection of community information; and (3) methods of informational needs assessment. (NQ)

**ED 108 788 95 RC 008 593***Christensen, Rosemary Ackley*

**Materials Selection for Indian Libraries. Guide Number 10: Materials Selection.**

National Indian Education Association, Minneapolis, Minn.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date Jun 75

Note—16p.; Not available in hard copy due to poor contrast between paper and ink color. For other guides in this series, see RC 008 584-594. Available from—National Indian Education Association, 3036 University Ave., SE, Suite 3, Minneapolis, Minnesota 55414 (\$0.75 each; \$7.50 set; \$6.50 groups of 20 sets; \$5.00 groups of 100 or more sets)

**EDRS Price MF-\$0.76 PLUS POSTAGE. HC Not Available from EDRS.**

**Descriptors**—\*American Indians, \*Evaluation Criteria, Guides, Information Needs, Library Acquisition, \*Library Material Selection, \*Library Planning, \*Media Selection

Individuals, organizations, and American Indian tribes are recognizing that libraries and the information services which they offer are necessary to meet Indian goals. Although these goals may vary widely from improved access to education, cultural information, information on available social services, to leisure reading, they are all based in a component or institution designed to process information—a library. Therefore, the materials in the library must be carefully selected. Part of a series of 11 guides designed to provide initial direction and alternatives to those planning or developing Indian library and information systems, this guide discusses the evaluation of Indian materials and analyzes existing evaluation criteria developed by various groups. Several reviewing materials which can be used in selecting materials are discussed. Eleven sources for additional information are also cited. (NQ)

**ED 108 789 95 RC 008 594***Smith, Lotsee*

**In-Service Training in Indian Libraries. Guide Number 11: In-Service Training.**

National Indian Education Association, Minneapolis, Minn.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date Jun 75

Note—16p.; Not available in hard copy due to poor contrast between paper and ink color. For other guides in this series, see RC 008 584-594

Available from—National Indian Education Association, 3036 University Ave., SE, Suite 3, Minneapolis, Minnesota 55414 (\$0.75 each; \$7.50 set; \$6.50 groups of 20 sets; \$5.00 groups of 100 or more sets)

**EDRS Price MF-\$0.76 PLUS POSTAGE. HC Not Available from EDRS.**

**Descriptors**—\*American Indians, Educational Assessment, Guides, \*Inservice Education, \*Library Education, \*Library Planning, \*Program Development, Program Evaluation, Sub-professionals

Libraries and information centers are rapidly becoming an integral part of American Indian life. Even though tribes have recently taken a great deal of initiative in establishing community libraries in conjunction with tribal community centers, they have encountered problems of training staff in Indian libraries. Isolation and lack of funds, commitment, and trained Indian persons are the fundamental problems in providing library services to many Indian people. Therefore, a series of 11 guides have been developed to provide initial direction and alternatives to those planning or engaged in developing Indian library and information systems. Guide 11 of the series briefly explains the types and methods of training which have worked in Indian training programs. Suggestions are also made on how to develop an Indian training program. The guide discusses: (1) assessing training needs; (2) planning a program to meet these needs; (3) implementing the training program; and (4) evaluating the training program. (NQ)

**ED 108 790 RC 008 595**

**Tribal Directory, 1975. Arizona Commission of Indian Affairs.**

Arizona Commission of Indian Affairs, Phoenix.

Pub Date 1 May 75

Note—70p.; For related document, see ED 093 540. 15th Annual Tribal Directory

**EDRS Price MF-\$0.76 HC-\$3.32 PLUS POSTAGE**

**Descriptors**—\*American Indians, \*Annual Reports, \*Directories, Education, Employment, Health, Legal Aid, Maps, Organizations (Groups), Population Trends, Public Relations, \*Reservations (Indian), \*Tribes, Welfare

**Identifiers**—\*Arizona, BIA, Bureau of Indian Affairs

Correct as of May 1, 1975, this 15th annual Arizona tribal directory for American Indians includes listings relative to: (1) membership in the Arizona Commission of Indian Affairs; (2) Arizona Indian Reservation Areas; (3) Arizona Indian reservation population and acreage figures; (4) Arizona's 19 Indian reservations (tribal officials, council members, committee members, and managers or directors); (5) agency locations, officers in charge, and phone numbers for the Phoenix and Navajo Area Offices of the Bureau of Indian Affairs (BIA); (6) State and Indian institutions of higher education; (7) State and BIA employment agencies; (8) county health officers

and U. S. Public Health Service offices (Phoenix, Navajo Area, and Tucson Area); (9) law and order officers (district commanders, sheriffs, chiefs of Police, Office of the U.S. Field Solicitor, criminal investigators, and tribal attorneys); (10) public relations (press contacts); (11) welfare (Arizona Department of Economic Security and BIA Social Service); (12) miscellaneous (arts and crafts and culture centers, newspapers, and Arizona State and Federal Departments frequently contacted); and (13) sixteen Indian associations. (JC)

**ED 108 791 88 RC 008 596***Edington, Everett D. Pettibone, Timothy J.*

**Project HEED. Final Evaluation Report, 1974-1975.**

Spons Agency—Office of Education (DHEW), Washington, D.C. Projects to Advance Creativity in Education.; Sacaton School District 18, Ariz.

Pub Date 1 Jul 75

Note—135p.; For related documents, see ED 091 126; ED 091 127; and ED 092 297

**EDRS Price MF-\$0.76 HC-\$6.97 PLUS POSTAGE**

**Descriptors**—Academic Achievement, \*American Indians, \*Cultural Awareness, \*Educational Assessment, Educational Programs, Elementary Education, National Norms, \*Program Evaluation, \*Reading Achievement, Reservations (Indian), Special Education

**Identifiers**—Arizona, Heed Ethnic Educational Depolarization, \*Project HEED

Project HEED's (Heed Ethnic Education Depolarization) main emphasis in 1974-75 was to develop reading and cultural awareness skills for kindergarten through 4th grades in the 7 project schools on American Indian reservations in Arizona. In its 4th year of operation, the project (funded under Elementary and Secondary Education Title III) involved 725 Indian students in grades K-3 at St. Charles Mission, Hotevilla, Sells, Rice, and Many Farms and in K-4 at Sacaton and Peach Springs. For the project's fourth evaluation, all the students were administered the pre and posttest SRA Reading Achievement tests and the DISTAR Mastery tests. A minimum of 2 visits were made to all sites, except Hotevilla, during the year. Some of the project's successes were: (1) significant gains were attained at all schools; (2) changes in average grade level equivalence ranged from 4 to 7 months; and (3) in terms of national posttest norms, only 1 school achieved as high as the national median score of the 50th percentile. This report covers 3 basic areas of the evaluation: (1) reading performance by SRA (WRAT) and DISTAR Reading Mastery test; (2) development of reading objectives; and (3) cultural awareness activities. The reading scores are reported both as grade level changes and as percentile changes. (NQ)

**ED 108 792 RC 008 597**

**HEW Programs for Rural America: Department of Health, Education, and Welfare Program Assistance for Nonmetropolitan Areas, Fiscal Year 1972. 94th Congress, 1st Session, February 6, 1975.**

Department of Health, Education, and Welfare, Washington, D.C. Office of the Secretary.

Spons Agency—Congress of the U.S., Washington, D.C. Senate Committee on Agriculture and Forestry.

Pub Date 75

Note—103p.

**EDRS Price MF-\$0.76 HC-\$5.70 PLUS POSTAGE**

**Descriptors**—Administrative Agencies, Comparative Analysis, \*Education, Financial Support, \*Health Services, \*Program Descriptions, Rehabilitation Programs, \*Resource Allocations, \*Rural Development, Social Services, Statistical Analysis, Welfare Services

**Identifiers**—\*Department of Health Education and Welfare, HEW

This report analyzes HEW's resource distribution in terms of rural development activities via a program by program examination of the distribution of funds for fiscal year 1972. For programs where data are available for obligations in fiscal years 1970 and 1972, comparisons which highlight significant changes and identify possible change agents are presented. Program analyses are presented for the following areas: (1) Public Health Service; (2) Education Division; (3) Of-

fice of the Secretary; (4) Social and Rehabilitation Services; (5) Social Security Administration; (6) Programs jointly funded or administered by HEW (Appalachian Regional Commission, Comprehensive Employment and Training Act, and Concerted Services in Training and Education). Representative of the significant 1972 statistics cited are: (1) of the \$70.4 billion of HEW 1972 funds, 35 percent went to rural areas; (2) of the \$48.3 billion HEW Social Security funds, 37 percent went to rural areas; (3) of the \$23.4 billion HEW Social and Rehabilitation Service funds, \$4.5 billion went to rural areas; (4) of the \$4.9 billion HEW Office of Education funds, 31 percent went to rural areas; (5) of the \$1.5 billion HEW Health Services and Mental Health Administration funds, 27 percent went to rural areas. (JC)

**ED 108 793** RC 008 598

Jongeward, Ray E.

**How to Expand Learning Opportunities in Small School Districts.**

Northwest Regional Educational Lab., Portland, Oreg.

Pub Date 19 Apr 75

Note—15p.; Paper presented at the National School Board Association Convention, Miami Beach, Florida, April 19, 1975

**EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE**

Descriptors—Administrative Change, Ancillary Services, \*Change Strategies, Communication Skills, Community Consultants, \*Community Involvement, Decision Making Skills, \*Educational Development, Educational Planning, Guides, Models, \*Rural Areas, \*Small Schools, Speeches

Identifiers—REP, \*Rural Education Program

Based on the proposition that shared decision making affords greater opportunity for the support, commitment, and motivation necessary to achieve improved learning situations in small communities, the Rural Education Program (REP) of the Northwest Regional Educational Laboratory has developed a planning model to aid small rural school districts. Central to development of REP strategy (Rural Futures Development Strategy) are the following assumptions: (1) school improvements are longer lasting and more effective if those affected take part in the decision making process; (2) a comprehensive plan produces enduring improvements; (3) improvement of community communication, problem solving, and decision making skills increases the likelihood of positive action, local leadership, and group motivation; (4) a "process" person (outside consultant) facilitates group work and enhances the potential for reaching goals; (5) group projection of a desirable future is a better 1st step than identification of problems and concerns; (6) consultative assistance (facilitation) is more positive when it builds interdependence rather than dependence. Based on these principles, REP resource materials, training plans, and products include guides for schools, school board development, school-community groups, the training of process facilitators, etc. (JC)

**ED 108 794** 24 RC 008 599

**The Retriever, Volume 1, Number 1, Fall 1966.**

ERIC Clearinghouse on Rural Education and Small Schools (CRESS) Newsletter.

New Mexico State Univ., University Park. ERIC Clearinghouse on Rural Education and Small Schools.

Spons Agency—National Center for Educational Research and Development (DHEW/OE), Washington, D.C.

Bureau No—BR-6-2469

Pub Date 66

Contract—OEC-1-6-062469-1574

Note—5p.

**EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE**

Descriptors—Clearinghouses, \*Information Networks, Information Retrieval, \*Newsletters, \*Program Descriptions, Relevance (Education), Resource Centers, \*Rural Education, \*Search Strategies, Small Schools

The Educational Research Information Center (ERIC) is an educational information retrieval system. ERIC represents a decentralized, nationwide network of information Clearinghouses. Each Clearinghouse has its own area of subject specialization and retrieval responsibility, and is committed to acquiring, abstracting, indexing,

storing, retrieving, and disseminating nationally the most significant educational research and relevant, useful documents pertaining to that area. One of these Clearinghouses is the Clearinghouse on Rural Education and Small Schools (CRESS). CRESS is responsible for materials pertaining to rural education and/or small schools. This newsletter, a publication of CRESS focuses on the role CRESS plays in the ERIC system. Topics discussed are: the Clearinghouse's immediate goal, acquisition of documents, indexing, document storage, and dissemination. (NQ)

**ED 108 795** 24 RC 008 600

**The Retriever, Volume 2, Nos. 1 & 2, 1967. ERIC Clearinghouse on Rural Education and Small Schools (CRESS) Newsletter.**

New Mexico State Univ., University Park. ERIC Clearinghouse on Rural Education and Small Schools.

Spons Agency—National Center for Educational Research and Development (DHEW/OE), Washington, D.C.

Bureau No—BR-6-2469

Pub Date 67

Contract—OEC-1-6-062469-1574

Note—10p.

**EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE**

Descriptors—American Indians, Bibliographies, Curriculum Development, \*Educational Innovation, \*Information Networks, Instructional Innovation, \*Newsletters, \*Program Descriptions, Reference Materials, \*Rural Education, Small Schools

Volume 2, Numbers 1 and 2 of the ERIC/CRESS (Educational Research Information Center/Clearinghouse on Rural Education and Small Schools) newsletter focus on the status of CRESS and innovations in the small rural school. Issue Number 1 discusses the status of the Clearinghouse at the end of 3 months into the second year of operation. A 14-item bibliography of documents submitted into the ERIC system by CRESS is included. These documents pertain to American Indian education, bilingualism, curriculum improvement and innovation, and teaching English to non-English speakers. The article "Innovation in the Small Rural School" is given in issue Number 2. This article briefly identifies what some small rural schools are attempting. Nineteen documents submitted by CRESS into the ERIC system are cited. These documents focus on such innovations in the small rural school as shared services, flexible scheduling, and individualized instruction. (NQ)

**ED 108 796** 24 RC 008 601

**ERIC/CRESS News Letter, Volume 3, Nos. 1, 2, & 3, 1968.**

New Mexico State Univ., University Park. ERIC Clearinghouse on Rural Education and Small Schools.

Spons Agency—National Center for Educational Research and Development (DHEW/OE), Washington, D.C.

Bureau No—BR-6-2469

Pub Date 68

Contract—OEC-1-6-062469-1574

Note—19p.

**EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE**

Descriptors—American Indians, \*Bibliographies, \*Institutes (Training Programs), \*Intermediate Administrative Units, Mexican Americans, Migrant Children, \*Newsletters, \*Rural Education, Student Records

Three issues of Volume 3 of the ERIC/CRESS (Educational Research Information Center/Clearinghouse on Rural Education and Small Schools) newsletter are compiled in this publication. Issue Number 1 includes listings of: (1) training institutes; (2) the speeches delivered at the National Outlook Conference (Washington, D.C., October 1967) which are available in the ERIC system; and (3) 7 monographs prepared for the National Conference of Educational Opportunities for Mexican Americans (Austin, April 1968). Articles in issue Number 2 are "Migrant Student Record Transfer System"; "Availability of Mexican American Conference Papers"; and "New York State Center for Migrant Studies". Sixty-one documents which appeared in the June-August 1968 issues of "Research in Education" are listed. These documents pertain to American Indian and Mexican

American education. Issue Number 3 focuses on the intermediate administrative unit. A 27-item bibliography of documents on the intermediate administrative unit which are in the ERIC system are cited. (NQ)

**ED 108 797** 24 RC 008 602

**ERIC/CRESS News Letter, Volume 4, Nos. 1, 2, 3, & 4, 1969.**

New Mexico State Univ., University Park. ERIC Clearinghouse on Rural Education and Small Schools.

Spons Agency—National Center for Educational Research and Development (DHEW/OE), Washington, D.C.

Bureau No—BR-6-2469

Pub Date 69

Contract—OEC-1-6-062469-1574

Note—23p.

**EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE**

Descriptors—\*American Indians, Bibliographies, \*Educational Programs, \*Mexican Americans, Migrant Children, \*Newsletters, \*Rural Education, Shared Services, Small Schools, Special Education, Vocational Education

Included in this publication are the 4 issues of the ERIC/CRESS (Educational Research Information Center/Clearinghouse on Rural Education and Small Schools) newsletter published during 1969. Articles in issue Number 1 include: "Office of Education Summer Training Institutes"; "Migrant Education Conference"; "The Principalship-Fellowship Preparation Program for Elementary Schools Enrolling a Majority of Spanish Speaking or Indian Pupils"; "Rural Shared Services"; "CRESS in RIE (Research in Education)"; and "Conference Preparing Teachers for Mexican Americans". "CRESS in RIE" is a listing of documents which appeared in the October 1968 through January 1969 issues of RIE. The lead article in Number 2 is "A Comprehensive Approach to Migrant Education: Eastern Oregon College's Fellowships in Special Education". "Tribal Involvement in the Navajo Education Revolution" is the lead article in the third issue. Articles in the fourth issue are: "Improving the Instructional Performance of Rural School Teachers"; "Boy Scouts of America Looking for Indian Leaders"; and "Indian Programs of the Center for Urban and Regional Affairs, University of Minnesota". Availability of the first papers on migrancy and rural poverty and ERIC/CRESS's bibliographies on rural, Mexican American, American Indian and migrant education is given. (NQ)

**ED 108 798** 24 RC 008 603

**ERIC/CRESS News Letter, Volume 5, Nos. 1, 2, 3, & 4, 1970.**

New Mexico State Univ., University Park. ERIC Clearinghouse on Rural Education and Small Schools.

Spons Agency—National Center for Educational Research and Development (DHEW/OE), Washington, D.C.

Bureau No—BR-6-2469

Pub Date 70

Contract—OEC-1-6-062469-1574

Note—17p.

**EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE**

Descriptors—American Indians, \*Educational Programs, Flexible Scheduling, \*Literature Reviews, Mexican Americans, Migrant Education, \*Newsletters, \*Outdoor Education, \*Rural Education, Small Schools

Four issues of volume 5 of the ERIC/CRESS (Educational Research Information Center/Clearinghouse on Rural Education and Small Schools) newsletter are compiled in this publication. The first issue presents a preview of the monograph "Outdoor Education: A Synthesis" which synthesizes and conceptualizes the current knowledge in outdoor education. A preview of "A Synthesis of Current Research in Migrant Education" is given in the second issue. Issue Number 3 includes an article on flexible scheduling—"Flexible Scheduling for a Small High School". Also included are citations of documents: (1) on flexible scheduling found in the ERIC system; (2) from the National Study of American Indian Education; and (3) from ERIC/CRESS. Articles in the fourth issue are: "Program to Prepare Elementary Principals for Districts with Mexican American and Indian Students"; "National Conference on Indian Educa-



tion"; "Ford Foundation Fellowships"; and "Traveling Art Studies Bring Cultural Studies to Indian Schools". Four documents dealing with preparing teachers to work with Mexican American and American Indian students are cited. (NQ)

**ED 108 799** 24 RC 008 604  
Chenoweth, Virginia K., Ed.  
ERIC/CRESS News Letter, Volume 6, Nos. 1, 2, 3, & 4, 1971.

New Mexico State Univ., University Park. ERIC Clearinghouse on Rural Education and Small Schools.

Spons Agency—National Center for Educational Research and Development (DHEW/OE), Washington, D.C.

Bureau No—BR-6-2469

Pub Date 71

Contract—OEC-1-6-062469-1574

Note—17p.

**EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE**

Descriptors—American Indians, Educable Mentally Handicapped, \*Educational Programs, \*Ethnic Groups, Handicapped Children, Library Services, Mexican Americans, Migrant Education, \*Newsletters, \*Outdoor Education, \*Rural Education

The 4 issues of the ERIC/CRESS (Educational Research Information Center/Clearinghouse on Rural Education and Small Schools) newsletter published during the Spring, Summer, Fall, and Winter of 1971 are compiled. Among the articles in the Spring issue, which focuses on American Indian education, are: (1) "Indian Education Bill Introduced in U.S. Senate" and (2) "UA to Aid Handicapped Indian Children in First Model Preschool Program". Articles given in the Summer issue are: "Survival Program for the Educable Mentally Retarded, An Outdoor Education Technique"; "Students Teaching Spanish to Teachers"; and "Graduate Fellowship Program for Minorities". New CRESS publications and CRESS publications available from EDRS (ERIC Document Reproduction Service) are cited. The lead article in the Fall issue is "Migrant Records". Ten CRESS publications are also cited in this issue. "Environmental Education/Outdoor Education: The Essential Differences", the lead article in the Winter issue, briefly discusses the significant differences between environmental and outdoor education. Six new CRESS publications are cited. (NQ)

**ED 108 800** 24 RC 008 605  
Chenoweth, Virginia K., Ed.  
ERIC/CRESS News Letter, Volume 7, Nos. 1, 2, 3, & 4, 1972.

New Mexico State Univ., University Park. ERIC Clearinghouse on Rural Education and Small Schools.

Spons Agency—National Center for Educational Research and Development (DHEW/OE), Washington, D.C.

Bureau No—BR-6-2469

Pub Date 72

Contract—OEC-1-6-062469-1574

Note—23p.

**EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE**

Descriptors—American Indians, Bibliographies, Career Education, \*Educational Development, Federal Legislation, Junior Colleges, Mexican Americans, Migrant Education, \*Newsletters, Outdoor Education, \*Reference Materials, \*Rural Development, \*Rural Education

The articles in this group of ERIC/CRESS (Educational Research Information Center/Clearinghouse on Rural Education and Small Schools) newsletters cover such topics as Federal legislation and rural development, the Congreso Nacional de Asuntos Colegiales, the Foxfire Project, career education, bilingual instruction, rural education, Native American studies and outdoor education. The first issue presents a brief overview of pending Federal legislation affecting rural development. Citations are given for some selected publications on rural areas which appeared in the October 1971 through March 1972 issues of "Research in Education" (RIE), "Congreso Nacional de Asuntos Colegiales" and the Chicanos in the Community/Junior Colleges" and "The Foxfire Project" are among the articles in the second issue. Fifty publications which appeared in the April and May 1972 issues of RIE are cited. Articles in the

third issue are: "Career Education in Rural Schools"; "Carrascolendas: Bilingual Instruction Through Television"; "A Major Breakthrough in Language Barriers"; "Issues in Rural Education: Consolidation"; and "Native American Studies". "The 'Outdoor Adventure in Education' Explosion" and "Issues in Rural Education: The Rural Teacher" are the major articles in the fourth issue. Sixty-seven publications from the November 1972-January 1973 RIE issues are cited. (NQ)

**ED 108 801** 24 RC 008 606  
DeValle, Denise Marie, Ed.  
ERIC/CRESS News Letter, Volume 8, Nos. 1, 2, & 3, 1973.

New Mexico State Univ., University Park. ERIC Clearinghouse on Rural Education and Small Schools.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Bureau No—BR-6-2469

Pub Date 73

Contract—OEC-1-6-062469-1574

Note—19p.

**EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE**

Descriptors—American Indians, Bilingual Education, \*Federal Programs, Mexican Americans, Migrant Education, \*Newsletters, \*Reference Materials, \*Rural Education, Spanish Speaking, \*Student Needs, Student Transportation

The "ERIC/CRESS News Letter" disseminates current information pertaining to ERIC/CRESS (Educational Research Information Center/Clearinghouse on Rural Education and Small Schools) scope areas—American Indian, Mexican American, migrant, outdoor, and rural education and small schools. Three issues of the newsletter published during 1973 are compiled in this publication. Articles in the first issue are: "The Hispanic and New Mexico Education"; "A Cultural Research and Information Center"; "Teacher Guide Book to Aid Navajo Language Instruction"; and "Issues in Rural Education: Innovation". Among the articles in the second issue are: "Issues in Rural Education: Student Needs"; "Directory of Computer-Readable Data Bases"; "Teaching Spanish Is Unharmful to English Mastery"; and "Computer Bibliography Service". "The Sixteen-Point Program", included in the third issue gives each point and the most recent action taken on each point. Also included is "Issues in Rural Education: Student Transportation", a brief overview of bus routing in rural areas. The article "have you TRIED lately?" is included in each issue. This article lists selected publications in each of CRESS' scope areas which have appeared in "Research in Education" (RIE) in the February through August 1973 issues. (NQ)

**ED 108 802** 95 RC 008 607  
Hinckley, Kay, Comp. Holzmüller, Diana, Comp.

It Works for Us! A Resource List of Teaching Ideas and Materials on Athabascan Culture.

Alaska Univ., Fairbanks. Center for Northern Educational Research.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date May 75

Contract—OEC-X-74-0048

Note—62p.; For related documents, see RC 008 608-612

**EDRS Price MF-\$0.76 HC-\$3.32 PLUS POSTAGE**

Descriptors—\*American Indians, \*Cultural Education, \*Curriculum Development, \*Elementary Secondary Education, Language Arts, Resource Materials, Rural Schools, Science Curriculum, Social Studies, \*Teacher Developed Materials, Workshops

Identifiers—Alaska. \*Athabascans  
The Alaska Educational Program for Intercultural Communication (AEPIC) brought together teachers to share their practical methods of incorporating community-oriented, multicultural components into their daily teaching schedule. Designed as regional in nature to allow for a sharper focus on the area's Athabascan culture, the workshop was attended by 15 teachers from independent school districts, Bureau of Indian Affairs schools, and Alaska State Operated Schools. These teachers represented both elementary and secondary levels, various discipline areas (science, social studies, language arts), and new and seasoned teachers who were actually doing

multicultural and community-oriented things as part of their regular, everyday curriculum. This report presents: (1) 12 papers presented by the participants; (2) ideas and strategies brought out in conversation and summarized for easier reading; and (3) a listing of materials such as teacher and student references, Canadian materials, films, kits, newspapers, records, video tapes, funding sources, and Cross-Cultural Educational Development Program (X-CED) materials. Among the papers are: "Writing Social Studies Curricula on Native Cultures"; "Alaska Natives Course of Study"; "Comparative Athabascan Culture"; "Science in Rural Schools"; "Summer Camp"; and "Culturally Relevant Learning Situations for Athabascan Children". (NQ)

**ED 108 803** RC 008 608  
Parnow, Patricia H.  
Writing Social Studies Curricula on Native Cultures.

Pub Date May 75

Note—5p.; For related documents, see RC 008 607-612

Available from—Not available separately, see RC 008 607

**Document Not Available from EDRS**

Descriptors—\*American Indians, Community Involvement, Course Content, \*Cultural Education, \*Curriculum Development, \*Elementary School Curriculum, \*Social Studies, Unit Plan

Identifiers—\*Alaska

There are virtually no social studies materials on Alaska Native cultures available throughout the state which are prepared in a suitable form for elementary level students. Federally funded programs emphasizing Native culture fall into 2 general categories: (1) arts and crafts programs and (2) high school culture-history courses. However, a critical need still exists in 3 areas: (1) materials on cultural concepts and historical materials which are prepared specifically for elementary grades; (2) materials which can be easily distributed to students in a number of schools, both urban and rural; and (3) materials which do not depend on the expertise of any particular individual, such as a teacher or local resource person, but which can be used regardless of the teacher's educational background. In response to these needs, the Alaska Native Education Board began work on elementary level social studies curricula on the Native cultures of Alaska. The Board found 6 factors to be extremely important in planning the units: (1) the students; (2) the teachers; (3) the subject matter; (4) the time frame; (5) the school setting; and (6) the community. This paper briefly discusses these 6 factors. Based on these factors, a sample curriculum model is given. (NQ)

**ED 108 804** RC 008 609  
Reisland, Jack  
Alaska Natives Course of Study.

Pub Date May 75

Note—8p.; Related documents, see RC 008 607-608-612

Available from—Not available separately, see RC 008 607

**Document Not Available from EDRS**

Descriptors—\*American Indians, Course Objectives, \*Cultural Education, \*Curriculum Development, Resource Materials, \*Secondary Education, Social Studies

Identifiers—\*Alaska

For a long time it was felt that the Tanana Native high school student needed a course of study in "cross-cultural" education emphasizing the Athabascan culture. Therefore, a course of study was developed to aid teachers of Athabascan high school students. The course was primarily to: (1) develop an awareness and appreciation of the student's cultural heritage; (2) develop an inherent sense of pride in the Native pupil; and (3) strengthen the student's identity with the unique aspects of his history and traditions which are rapidly disappearing from the rural Alaska scene. This paper presents the procedures used—work study groups, independent study, discussion groups, teacher lecture, audio-visual aids, pupil visitations, and guest speakers; general purpose; desired pupil skill development; course outline; and mini-courses attached to the core program. A partial list of materials used in Alaska Natives studies is included. (NQ)

**ED 108 805** RC 008 610  
Stricks, Jim  
Comparative Athabascan Culture, Grades 5-12.

Pub Date May 75

Note—8p.; For related documents, see RC 008 607-612

Available from—Not available separately, see RC 008 607

**Document Not Available from EDRS**

Descriptors—\*American Indians, Class Activities, \*Cross Cultural Studies, \*Cultural Education, Curriculum Development, Educational Alternatives, \*Elementary Secondary Education, Learning Activities, Resource Materials, \*Social Studies Units, Unit Plan

Identifiers—Alaska, \*Athapascans

The social studies unit presented in this paper is intended to continue for one semester. Its purpose is to develop a greater understanding of the student's: (1) own history and cultural heritage and (2) self growth. Designed so that the students themselves are the researchers and explicators of their own cultures, the unit allows the students to amass information which will help them in explaining who they are to others. The main strategy is to compare the student's own culture with that of another similar, yet distinctly different, group of people—the Navajo of Arizona, who are also Athapaskan speakers. Activities are coordinated with a similar class in Navajoland to allow useful comparisons to be made between the 2 groups. This paper presents the unit's (1) main ideas and related ideas; (2) objectives; (3) initiating and culminating activities; and (4) developmental activities. Sixteen sources dealing with the Alaskan Athapascans are cited. (NQ)

ED 108 806

RC 008 611

Crone, Burnell  
*Science in Rural Schools.*

Pub Date May 75

Note—2p.; For related documents, see RC 008 607-612

Available from—Not available separately, see RC 008 607

**Document Not Available from EDRS**

Descriptors—\*Elementary Science, Outdoor Education, \*Rural Schools, \*Science Instruction, \*Science Projects, Science Units, Units of Study (Subject Fields)

Identifiers—\*Alaska

Alaska is one of the most ideal settings for teaching science. In most of the rural areas, science materials are in abundance starting almost at the school's door steps to a distance as far as a person would like to go. Therefore, it is quite possible to develop science projects for all grades. Some of the projects can be done in the simplest ways while at the same time stimulating learning and creating a better understanding of one's environment. This paper briefly discusses science in Alaska's rural schools. Also given are: (1) a general outline for study and (2) a partial list of science projects. (Author/NQ)

ED 108 807

RC 008 612

Pfisterer, Bill  
*Summer Camp.*

Pub Date May 75

Note—3p.; For related documents, see RC 008 607-611

Available from—Not available separately, see RC 008 607

**Document Not Available from EDRS**

Descriptors—Activity Learning, \*Camping, Elementary Secondary Education, \*Learning Experience, \*Outdoor Education, \*Program Descriptions, \*Summer Programs

Identifiers—\*Alaska

About 50 participants and 8 supervisors attended the Summer Camp. Visitors were encouraged and parents often came to see what their kids were doing. Before arriving at camp, the students learned how important balancing the supplies was when loading the boats. On the way to camp, students studied the: (1) landmarks so that they could find their way by themselves next time and (2) river's topography so that they could go with the current and avoid sand bars. At the camp, the students gathered some of their own food. They learned how to set out traps and nets and to fish. Building a canvas canoe from scratch was a main activity. A smokehouse was built by the students with the help of the consultants for smoking fish at camp. Other camp activities were: whittling, knife sharpening, swimming, beading, crocheting, cooking, snoring, and berry-picking. (NQ)

ED 108 808

RC 008 613

Krauss, Michael

*The Alaska Native Language Center Report, 1973 (University of Alaska).*

Alaska Univ., Fairbanks. Alaska Native Language Center.

Pub Date 73

Note—27p.; Pages 11 and 12 might not reproduce well

EDRS Price MF-\$0.76 HC-\$1.95 PLUS POSTAGE

Descriptors—American Indian Languages, \*American Indians, Individual Instruction, \*Information Centers, Information Dissemination, \*Language Research, Material Development, Organization, \*Program Descriptions, \*State Agencies, Training, Workshops

Identifiers—Alaska, \*Alaska Native Language Center

Established by the Alaska State Legislature on June 9, 1972, the Alaska Native Language Center is responsible for: (1) studying languages native to Alaska; (2) developing literacy materials; (3) assisting in the translation of important documents; (4) providing for the development and dissemination of native literature; and (5) training Alaska native language speakers to work as teachers and aides in bilingual classrooms. After one year of operation, the Center has helped make substantial gains in the status of most of Alaska's native languages. This 1973 report reviews the Center's activities during its first year of operation. The Center's activities cover: (1) organization—leadership, coordination, promotion (state, national, international), proposal-writing, and fund-raising; (2) training—workshop groups and individual instruction; (3) materials production—archives, publication of books, and tape collection; and (4) scientific research and development—practical (immediate application) and academic (less-immediate application). The report also includes: (1) a brief discussion of Alaska's native languages and their present situation and (2) a list of books published by the Center during 1972-73. (NQ)

ED 108 809

95

RC 008 614

Isto, Sarah A., Comp.

*Cultures in the North: Aleut; Athabaskan Indian; Eskimo; Haida Indian; Tlingit Indian; Tsimshian Indian. Multi-Media Resource List.*

Alaska Univ., Fairbanks. Center for Northern Educational Research.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date Apr 75

Contract—OEC-X-74-0048

Note—51p.

EDRS Price MF-\$0.76 HC-\$3.32 PLUS POSTAGE

Descriptors—\*American Indians, Annotated Bibliographies, Books, \*Cultural Background, \*Elementary Secondary Education, Eskimos, Films, \*Instructional Materials, Multicultural Textbooks, Periodicals, \*Resource Guides, Resource Materials, Slides, Sociocultural Patterns, Socioeconomic Influences

Identifiers—\*Alaska

The wide variety of books and informational resources presently available about the American Indian people of Alaska reflect their cultural diversity. Intended to assist the teacher in identifying, collecting, and assessing useful materials on the Alaska Native cultures, this publication cites approximately 406 books, periodicals, films, filmstrips, slides, and other miscellaneous media. The materials are listed according to: (1) Aleut resources; (2) Athabaskan Indian resources; (3) Eskimo resources; (4) Haida, Tlingit, and Tsimshian Indian resources; (5) multicultural resources; (6) materials currently in production; and (7) resources for teachers. Among the topics covered are education, cultural background, history, art, folklore, acculturation, literature, and language. Borrowing and purchasing sources, a sample annotation, and an explanation of the criteria used in selecting and annotating each type of media are given. Book annotations include the culture, geographic area, and historical setting; a brief description of the book's contents and special features such as maps, outstanding illustrations or photographs; reading level (elementary, junior high, high school, or adult); and weaknesses of the materials according to the selection criteria. Unless otherwise stated, the periodicals' reading level is junior high and high school. (NQ)

ED 108 810

RC 008 615

Orvik, James M.

*Definitions of Bilingual Education in Alaska.*

Pub Date Mar 75

Note—12p.; Paper presented at the Annual Meeting of the Society for Applied Anthropology (34th, Amsterdam, March 1975)

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—\*American Indians, \*Bilingual Education, \*Bilingualism, Concept Formation, \*Definitions, Language Instruction, Literature Reviews, Sociolinguistics, \*Typology

Identifiers—\*Alaska

"Bilingual education" is among the new technical terms which claim to add efficiency, precision, and clarity to an otherwise complex existence. The practitioner has the responsibility of making its definition useful—precise and comprehensive. For Alaska, a useful definition of "bilingual education" must be flexible enough to meet the specific needs of each community. Two things must be considered: (1) the bilingual situation in a particular community and (2) the kind of language program appropriate to that situation. This paper explores the usefulness of various definitions of "bilingual education", emphasizing their meaningfulness for multiple audiences, consumers as well as educational and political practitioners in Alaska's multilingual environment. Various conditions under which the term "bilingual education" is currently being used in Alaska are described. (NQ)

ED 108 811

95

RC 008 616

Orvik, James M.

*Four Years of Bilingual Education: The Yupik Language Program in Southwestern Alaska.*

Alaska Univ., Fairbanks. Center for Northern Educational Research.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date Feb 75

Grant—NE-G-00-3-4006

Note—113p.

EDRS Price MF-\$0.76 HC-\$5.70 PLUS POSTAGE

Descriptors—\*Academic Achievement, \*American Indians, \*Bilingual Education, Cultural Awareness, Curriculum, Definitions, Educational Theories, Eskimos, Language Skills, Material Development, \*Primary Education, \*Program Evaluation

Identifiers—\*Alaska, Yupik Language

In Fall 1971, the U.S. Bureau of Indian Affairs' (BIA) Bethel Agency implemented an experimental Yupik bilingual program into the primary grades of 3 lower Kuskokwim village day schools. Simultaneously the Alaska State-Operated School System (ASOSS) introduced Yupik bilingual programming in a kindergarten classroom at Bethel Elementary School. Both agencies shared certain program components (mainly in the areas of staff and materials development), and many of the concepts generated by the BIA were subsequently incorporated by the ASOSS bilingual program. This report presents the evaluation and research findings of the first 3 years of both the BIA and ASOSS programs. In some cases, data are given for only one of the agency programs; however, where program similarity justifies, data are generalized to estimate conditions and outcomes for both agencies. Data range from formal language test data to impressionistic data where staff and community members were informally interviewed. An overview of bilingual education is given, defining its spectrum and listing the BIA and ASOSS programs and where on the spectrum they exist. The main program components (instruction, staff development, materials development, and community involvement) are analyzed by addressing prominent operational and theoretical questions which arose during the programs' first 3 years. (Author/NQ)

ED 108 812

RC 008 617

Perreault, Joe, Comp. And Others

*Management Problems in Providing Transportation Services for Rural Child Development Centers. Kentucky Youth Research Center (KYRC) Transportation Study.*

Kentucky Youth Research Center, Inc., Frankfort. Rural Child Care Project.

Pub Date 74

Note—15p.

Available from—K.Y.R.C., P.O. Box 713, Frankfort, Kentucky 40601 (\$1.50 each; 10-100, \$1.25 each; 100 plus, \$1.00 each)

**Document Not Available from EDRS**

Descriptors—\*Child Development Centers, Comparative Analysis, Contracts, Cost Effectiveness, \*Criteria, \*Delivery Systems, Distance, Organizational Effectiveness, Planning, \*Rural Areas, Selection, Shared Services, Time, \*Transportation

Identifiers—\*Kentucky Youth Research Center, KYRC

Initiating the Rural Child Care Project Monograph Series, this publication details the many factors which affect the selection and operation of a transportation service supporting rural child development centers. Relying upon its 9 years of experience, the Kentucky Youth Research Center (KYRC) presents relative advantages and disadvantages of 4 different approaches to the complexities of transportation problems. One approach cited is that of a contract transportation arrangement wherein an individual is hired by the agency to transport children to and from the center. Another approach cited involves an agency transportation aide—a paid employee who agrees to use his personal vehicle for transporting children. The 3rd approach discussed involves the sharing of school buses with a public school system, while the 4th approach calls for utilization of agency-owned vans. Concluding that the system involving agency-owned vans affords the greatest advantage, KYRC presents comparative statistics relative to: distance traveled; gasoline used; time spent in travel by both children and staff; and total transportation costs. (JC)

ED 108 813 RC 008 618

Beale, Calvin L.

The Revival of Population Growth in Non-metropolitan America.

Economic Research Service (DOA), Washington, D.C.

Report No.—ERS-605

Pub Date Jun 75

Note—17p.

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—Birth Rate, \*Change Agents, Decentralization, \*Futures (of Society), Industry, \*Population Growth, \*Population Trends, Recreational Activities, Retirement, \*Rural Areas, Rural Resettlement, Rural Urban Differences, Senior Citizens, State Colleges

Identifiers—\*Urban Rural Migration

Population grew faster in nonmetro than in metro counties of the United States between 1970 and 1973. This trend reverses the previous pattern of immigration to cities. Among the reasons for increases in rural areas and small towns are: (1) decentralization of manufacturing and other industry; (2) increased settlement of retired people; (3) expansion of State colleges; (4) more recreation activity; and (5) apparent higher birth rate in nonmetro areas. Also, urban areas have become less appealing to many people, for under conditions of general affluence, low total population growth, easy transportation and communication, modernization of rural life, and urban population massings so large that the advantages of urban life are diminished, a downward shift to smaller communities may seem both feasible and desirable. Much new thought, therefore, is needed on the probable course of future population distribution in the United States, uncolored either by value-laden residential fundamentalism or by outmoded analytical premises. (Author/JC)

ED 108 814 RC 008 619

Press, Daniel S. And Others

A Study of the Indian Health Service and Indian Tribal Involvement in Health.

RJ Associates, Inc., Arlington, Va.

Spons Agency—Department of Health, Education, and Welfare, Washington, D.C. Office of the Secretary.

Report No.—HEW-OS-72-209

Pub Date Aug 74

Note—260p.

EDRS Price MF-\$0.76 HC-\$13.32 PLUS POSTAGE

Descriptors—Administration, Alcoholism, \*American Indians, \*Community Involvement, Cultural Awareness, Delivery Systems, Health Insurance, \*Health Needs, \*Health Services, History, \*Organizational Effectiveness, Organizations (Groups), Reservations (Indian), Self Actualization, Training, Tribes

Identifiers—IHS, \*Indian Health Service

Addressing American Indians and the Indian Health Service (IHS), this report focuses on the process of Indian involvement and self-determination in health, emphasizing improvement of the effectiveness and responsiveness of Indian health services. Data derived from written documents, statistical figures, and personal interviews with over 200 people (tribal leaders, health board members, service unit directors, etc.) is presented via a 3 chapter focus. The 1st chapter details IHS structure and operational procedure (history, background, and goals; organizational structure and administration; relationship to the Department of Health, Education, and Welfare; decision-making authority; planning and priorities; budgeting; staffing; and training programs). The 2nd chapter deals with Indian involvement (evolution of policy; responsibility for Indian involvement in IHS; Indian health boards; contracting with tribes and health boards; community health representatives; tribal health departments; and cultural sensitivity in IHS). Specific IHS issues constitute the focus of the final chapter (level of Indian health; health benefit package; the outpatient clinic; alcoholism; contract care services; 3rd party resources; national health insurance; and health maintenance organizations). (JC)

ED 108 815 RC 008 620

Best, Billy F.

From Existence to Essence: A Conceptual Model for an Appalachian Studies Curriculum.

Pub Date May 73

Note—186p.; Ed.D. Dissertation, University of Massachusetts

Available from—Inter-Library Loan from University of West Virginia

**Document Not Available from EDRS**

Descriptors—\*Conceptual Schemes, \*Cultural Awareness, \*Curriculum Development, Doctoral Theses, Educational Philosophy, Educational Responsibility, Elementary Secondary Education, Ethnic Groups, Existentialism, Institutional Role, Interaction, Models, Personality Development, Philosophy, \*Rural Areas, \*Self Actualization, Self Concept

Identifiers—\*Appalachia

Comprised of 4 chapters, this dissertation explores the existential premise "existence precedes essence" as applicable to development of a conceptual model for an Appalachian studies curriculum. Entitled "Personal Considerations: Pedagogy of a Hillbilly", the 1st chapter details the conflicts between the Appalachian institution of the extended family and that of the public schools. Chapter 2 reviews and comments upon the differing interpretations of Appalachian history and culture. Divided into 5 components, the 3rd chapter presents the following philosophical considerations: (1) existence as a self (conception as the beginning of existence); (2) the self as formed and structured through interaction with institutions, individuals, and systems; (3) the self discovers itself (theological, psychological, and philosophical aspects of self discovery/rebirth); (4) the self defines itself (free will); and (5) the self transcends itself (conscious acts within a cultural setting of the self defining individual). Dealing with the practicalities of applying the "From Existence to Essence" model to ethnic groups in general and Appalachians in particular, Chapter 4 is divided into the following 3 components: (1) institutional reform; (2) recall (suggestions for helping those victimized by miseducation); and (3) curriculum reform. (Author/JC)

ED 108 816 24 RC 008 621

Murphy, Donald J.

A Washington State Indian Project to Develop a Culturally-Based Occupational Career Awareness Curriculum. Final Report.

Spons Agency—National Center for Educational Research and Development (DHEW/OE), Washington, D.C.

Bureau No.—P-R-2-0104

Pub Date Jan 74

Grant—OEG-0-72-1213

Note—31p.

EDRS Price MF-\$0.76 HC-\$1.95 PLUS POSTAGE

Descriptors—\*American Indians, \*Career Awareness, \*Cultural Background, \*Curriculum Development, Evaluation, Instructional Materials, Leadership, Models, \*Primary Education, Reservations (Indian), Tribes

Identifiers—\*Washington State

Utilizing data derived from the Clallam, Lummi, Yakima, Spokane, and Kalispel tribes, a curriculum model was developed to meet the needs of American Indian children enrolled in Washington State primary schools. Project objectives were to: (1) increase adult and parental Indian involvement in the educational process; and (2) motivate Indian pupils toward occupational awareness and vocational incentive via use of cultural materials emphasizing Native American occupational history, present career opportunities, and State and Federal Indian leadership models. Designed to encompass past, present, and future Indian occupational orientations, the model involved the following development process: (1) initial contact with tribe; (2) tribal liaison groups appointed; (3) tribal group recommended persons for employment as interviewers; (4) tribal interviewers trained; (5) data collected and transcribed; (6) staff identified curriculum content; (7) data and content reviewed by tribal liaison/group; (8) curriculum products scripted; (9) scripts reviewed by tribal liaison/group; (10) scripts and stories and/or visuals reviewed by tribal groups; (11) curriculum products produced; (12) products placed in schools and tribes for evaluation; (13) evaluations reported; (14) revisions made; and (15) project disseminated. Teachers who used and evaluated the materials found them to be well developed, stimulating, and generally valuable. (JC)

ED 108 817 RC 008 622

Devin-Sheehan, Linda Allen, Vernon L.

Peer Tutoring in One-Room Schools.

Pub Date Jul 75

Note—14p.

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—Age, \*Cross Age Teaching, Educational History, Elementary Secondary Education, \*One Teacher Schools, \*Peer Teaching, \*Small Schools, Student Attitudes, Teacher Attitudes, Teaching Techniques, \*Tutoring

Identifiers—\*Nebraska

Part of a larger study of cross-age interaction in one-room schools, this study examined the extent and characteristics of peer tutoring in contemporary one-teacher schools. Since Nebraska had more one-teacher schools (626 in 1971-72) than any other state, 110 one-room schools with an enrollment of 10 or more students in grades 1 through 6 or 8 were selected. In April and May 1973, questionnaires were administered to 110 teachers and 1,405 students throughout the State. Two student questionnaires were used—one for grades 1-3 and one for grades 4-8. Teacher questionnaires consisted of 46 items, 5 of which were open-ended questions. Data were not obtained from kindergarten children, severely handicapped students, or absent students. Some of the findings were: (1) approximately 34 of the 110 schools had students tutoring other students on a regular basis; (2) teachers used peer tutoring primarily for the benefit of the tutees, to provide them with individual, academic help; (3) the large majority of tutees were in grades 1 through 5; (4) in the lower grades boys and girls were tutors equally often, while in the upper 4 grades girls were much more likely than boys to be tutors; and (5) 25 percent of the teachers selected students with weak self-confidence and 79 percent selected students of good achievement. (NQ)

ED 108 818 24 RC 008 623

Higher Education for Mexican Americans, A Selected Bibliography (with ERIC Abstracts), July 1975.

New Mexico State Univ., University Park. ERIC Clearinghouse on Rural Education and Small Schools.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date Jul 75

Contract—400-75-0024

Note—61p.

EDRS Price MF-\$0.76 HC-\$3.32 PLUS POSTAGE

Descriptors—Abstracts, \*Annotated Bibliographies, \*Bibliographic Citations, Educational Opportunities, Ethnic Studies, \*Higher Education, Junior Colleges, \*Mexican Americans, Minority Groups, \*Reference Materials

Compiled to provide access to some of the latest resource material, research findings, and/or developments in education relative to higher edu-



cation for Mexican Americans, this bibliography contains 22 citations and abstracts which appeared in "Resources in Education" (RIE) from the January 1972 through the March 1975 issues. The bibliography also includes 15 citations which appeared in "Current Index to Journals in Education" (CIJE) from the July 1972 through the March 1975 issues. Entries cover such topics as junior colleges, minority groups, educational opportunities, cultural education, and ethnic studies. A combined RIE and CIJE subject index is provided to assist the user in locating citations pertaining to a given subject area within the realm of higher education for Mexican Americans. A list of standing order microfiche collections and ordering information are also provided. (NQ)

ED 108 819 RC 008 624

de los Santos, Gilberto

An Operational Model for Bilingual Education.

Pub Date 14 Jun 75

Note—22p.; Paper presented at the Symposium on Bilingual/Bicultural Education: Effects on the Language, Individual and Society (El Paso, Texas, June 12-14, 1975)

EDRS Price MF-\$0.76 HC-\$1.58 PLUS

POSTAGE

Descriptors—Academic Achievement, \*Biculturalism, \*Bilingual Education, \*Community Colleges, Definitions, Educational Alternatives, Higher Education, \*Mexican Americans, \*Models, Resource Allocations

Identifiers—El Paso, \*Texas

Over 1,100 community and junior colleges are currently enrolling students in the United States. In Arizona, California, Texas, New Mexico, and Colorado where the proportion of the population is about 20 percent Spanish speaking, there are about 210 two-year colleges. Studies indicate that 75 percent of all Mexican Americans attending post-secondary education are enrolled in community colleges. In 1971, there were 121,897 students enrolled in Texas community colleges; of these, 17,893 (14.6 percent) were Mexican Americans. Yet, few 2-year colleges report any significant progress in bilingual-bicultural education. The El Paso Community College is one of the few which has achieved some degree of success in bilingual-bicultural programs. It has pursued an instructional improvement phase which focuses on the development of a competency-based, learner-oriented model of instruction in which faculty development is essential. This paper discusses the learner-oriented model being developed at El Paso Community College. (NQ)

ED 108 820 RC 008 626

Jacquot, Louis F.

Alaska Natives and Alaska Higher Education, 1960-1972: A Descriptive Study. Alaska Native Human Resources Development Program, Publication 1.

Alaska Univ., Fairbanks. Alaska Native Human Resources Development Program.

Spons. Agency—Kellogg Foundation, Battle Creek, Mich.

Pub Date Jul 74

Note—267p.; Doctoral Dissertation, University of Oregon, 1973

Available from—Cooperative Extension Service, University of Alaska, Fairbanks, Alaska 99701

EDRS Price MF-\$0.76 HC-\$13.32 PLUS

POSTAGE

Descriptors—American History, American Indian Culture, \*American Indians, Doctoral Theses, \*Educational Development, \*Educational Needs, Eskimos, Futures (of Society), \*Higher Education, Historical Reviews, Participation, Political Issues, \*Self Actualization, Social Action

Identifiers—\*Alaska, Alaska Natives, Aleuts

Utilizing data derived from numerous sources (institutions, Alaska Native organizations, Federal and State agencies, conferences, etc.), this descriptive study is divided into 6 chapters which trace the evolution of and the necessity for Alaska Native higher education. Following a detailed introduction, Chapter 2 describes the physical and environmental setting of Alaska and its various ethnic groups (Aleuts; Tlingits, Haidas, and Tsimshians; Eskimos; and Athabascans). Chapter 3 provides historical analysis (1741-1972) of the socio-political changes relative to Native educational development resulting from contact with Euro-American cultures (the Russian period, the American missions, the "government missions", and the evolution and dismantling

ment of the Native and non-Native 2 school system). Chapter 4 details the influence of Statehood and the land claims movement on the evolution of the Alaska Native's need and/or desire for cultural survival and ethnic self-determination. Documenting the lack of Alaska Native participation in the social affairs of the State, Chapter 5 emphasizes the relationship between higher education and social participation via examination of: public and private institutions; higher education and the Alaska Native peoples; a profile of the Native college student; special institutional programs; the educational needs and the future of Alaska Native higher education. (Author/JC)

ED 108 821

RC 008 627

Gill, George A., Ed.

A Reference Resource Guide of the American Indian.

Arizona State Univ., Tempe. Indian Education Center.

Pub Date Dec 74

Note—192p.

Available from—Center for Indian Education, College of Education, Arizona State University, Tempe, Arizona 85281 (\$4.00)

EDRS Price MF-\$0.76 HC-\$9.51 PLUS

POSTAGE

Descriptors—Action Programs (Community), \*American Indians, Arts Centers, Audiovisual Aids, Business, College Programs, Contracts, \*Directories, \*Education, Federal Government, Foundation Programs, Industry, Libraries, Maps, Museums, Organizations (Groups), Periodicals, Publications, \*Reference Materials, \*Resource Guides, School Districts, State Agencies

Identifiers—BIA, Bureau of Indian Affairs

Prepared for the use of those interested in American Indian education and/or Indian affairs, this 1974 annotated resource reference guide contains over 1500 entries. Names, addresses, and annotations accompany entry citations which are organized under the following 24 subject headings: (1) Government Agencies; (2) State Agencies; (3) Bureau of Indian Affairs (BIA) and State Public School Contracts; (4) BIA Contracts with Specific Public School Districts; (5) Tribal Councils and Indian Organizations; (6) Urban Groups and Centers; (7) Indian Action Groups; (8) General Indian Interest Groups; (9) Religious Groups; (10) Business Organizations; (11) Industry and Commerce; (12) Indian Arts and Crafts; (13) Indian Interest—The Arts; (14) Monuments and Parks; (15) Museums; (16) Libraries; (17) Book Audio-Visual Materials; (20) Records, Cassette Tapes, Maps and Pictures; (21) University and Audio-Visual Materials; (2) Records, Cassette Tapes, Maps and Pictures; (21) University and College Indian Programs; (22) Other Schools; (23) Foundations; and (24) Indian Self-Help Programs. (JC)

ED 108 822

RC 008 628

Taylor, Arnold, Ed. And Others

Indian Health Career Handbook and Report on Ned Hatathli Seminar for Southern Arizona Indian Students (5th, Tucson, Arizona, February 6-7, 1975).

Arizona Univ., Tucson.

Spons. Agency—Public Health Service (DHEW), Washington, D.C.

Pub Date 7 Feb 75

Note—61p.; Prepared through collaborative efforts of the University of Arizona, University of Arizona Amerind Club, Navajo Health Authority, and Hopi Health Professions Development Program

EDRS Price MF-\$0.76 HC-\$3.32 PLUS

POSTAGE

Descriptors—\*American Indians, College Students, Cultural Awareness, \*Definitions, Dentists, \*Health Needs, \*Health Occupations Education, Health Personnel, \*Higher Education, High School Students, Medical Record Librarians, Nursing, Nutrition, Occupational Therapists, Physicians, Rehabilitation, Seminars, Speeches

Utilizing comments from teachers, professionals, college and high school students, this report is derived from the 5th Ned Hatathli Seminar, sponsored by the Navajo Health Authority, and presents factual information relative to American Indian participation in Indian Health careers. The following major speeches are presented: (1) "The Practice of Medicine in the

Indian Community"; (2) "Papago Welcome" (emphasis on cultural responsiveness); (3) "American Indian and Health" (numerous problems defined); (4) "The Challenge of Indian Health Careers"; (5) "The Need for American Indians in Health Career Fields". Also presented are definitive summaries which detail the orientational and educational requirements of the following health careers: (1) Physical Therapy; (2) Speech and Hearing; (3) Occupational Therapist; (4) Vocational Evaluation in Rehabilitation; (5) Rehabilitation Counselor; (6) Alcohol Studies; (7) Allied Health Careers; (8) Social Work; (9) Medical Librarian; (10) Nutrition; (11) Gerontology; (12) Community Health Representative; (13) State Committees on Health Issues; (14) Pharmacy; (15) Nursing; (16) Veterinary Medicine; and (17) Medicine, Osteopathy, and Dentistry. The Seminar Evaluation is appended. (JC)

ED 108 823

RC 008 629

Dreier, William H.

Some Indicators of Quality - Comparing NCA Rural High Schools in the Non Metropolitan Areas of Their 19 States in 1969 and 1974.

Pub Date Mar 75

Note—14p.; Paper prepared for the Second Annual Small School Conference, Cedar Falls, Iowa, March 1975

EDRS Price MF-\$0.76 HC-\$1.58 PLUS

POSTAGE

Descriptors—Comparative Analysis, Counselors, Demography, \*Enrollment, Futures (of Society), \*High Schools, Library Expenditures, \*Quality Control, \*Rural Areas, Salaries, School Personnel, \*Small Schools, Student Teacher Ratio, Tables (Data), Trend Analysis

Identifiers—\*North Central Association  
Specific indicators of quality and possible trends relative to small rural high schools in the 19 member states of the North Central Association (NCA) were examined. Data were derived from "North Central Quarterly" reports. Examination of rural high school demographic setting and enrollment size included 1969 and 1974 comparisons of: (1) demographic setting of NCA high schools; (2) sample of 15 Iowa local school districts with population of major town under 5,000 or high school enrollment less than 500; (3) distribution of NCA high schools by enrollment groups; (4) mean enrollment of NCA high schools and grade groupings; (5) number and percent of NCA standard high schools by demographic setting and size of high school. Quality indicators examined included 1969 and 1974 comparisons of: (1) NCA high schools with enrollments of less than 200 with those of 200 to 499 in terms of enrollment, number of schools, average pupil/professional ratio, average number of full time guidance workers, and average per pupil library expenditure and (2) average annual salaries of principals and superintendents in schools of less than 500 enrollment and beginning teacher salaries of all NCA high schools. It was concluded that high schools of less than 500 constitute a significant group in the NCA, meet the same quality standards as larger schools, and reflect the "ideal" size. (JC)

ED 108 824

RC 008 630

In-Service in the Small School. Pre-Conference Paper for Small Schools.

North Central Association of Colleges and Schools, Chicago, Ill.; Rural Education Association, Washington, D.C.; University of Northern Iowa, Cedar Falls.

Pub Date 75

Note—8p.; Pre-conference paper for Second Annual Small School Conference, University of Northern Iowa, Cedar Falls, March 21-22, 1975

EDRS Price MF-\$0.76 HC-\$1.58 PLUS

POSTAGE

Descriptors—Administrator Evaluation, Curriculum Development, \*Elementary Secondary Education, \*Inservice Programs, Management by Objectives, Meetings, \*Planning, \*Program Development, Program Evaluation, Public Support, School Visitation, \*Small Schools, Staff Meetings, Teacher Evaluation, Workshops

Since the size of the small school presents difficulties in implementation of in-service programs, program development should be carefully considered. Initially, faculty support must be gained via: (1) careful needs assessment; (2) solicitation and utilization of outside consultants

(from universities, the Department of Public Instruction, and/or the new Area Education Agencies); (3) public recognition of quality faculty performance; and (4) public recognition of the fact that time spent outside the classroom is not "free time" but rather "preparation time". A wide range of activities should be planned to accommodate individual and school interests and needs. Though not exhaustive, the following are indicative of possible activity directions and/or coordination: (1) well planned faculty meetings for which both administrators and teachers are prepared; (2) thoroughly planned workshops; (3) organized visitations to other schools; (4) both formal and informal professional study (course work, meetings, etc.); (5) consistent, on-going evaluation of teachers, administrators, and the school program; (6) membership and participation in professional organizations; (7) management by objectives (mutual predetermined goals); and (8) contributions to curriculum improvement (development of guides, courses, etc.). (JC)

**ED 108 825** RC 008 631

*Price, John A.*  
U. S. and Canadian Native Voluntary Associations: Continuities Within the Evolution of Culture.

Pub Date May 75

Note—31p.; Paper prepared for a Symposium on Native Canadian Voluntary Associations, Canadian Sociology and Anthropology Association, Edmonton, Alberta (Canada)

**EDRS Price MF-\$0.76 HC-\$1.95 PLUS POSTAGE**

**Descriptors**—American History, \*American Indians, \*Anthropology, Association (Psychological), Change Agents, Ethnology, \*Evolution, Global Approach, Historical Reviews, Human Development, Human Relations, Modern History, \*Sociocultural Patterns, Tribes, Urban Environment, \*Voluntary Agencies  
**Identifiers**—Canada, United States, \*Voluntary Associations

Evolutionary processes are described for Native (American Indian) voluntary associations in the U.S. and Canada in aboriginal times, in the twentieth century generally, and in cities specifically. These processes at different times and in different social settings are shown to be related to each other through specific historic continuities and through the common neurological nature of mankind. Humans seem to be innately programmed to spontaneously generate symbols and mental structures through emotion-bearing communications within small social groups. Understanding these universal and innate human propensities helps us to understand why there are strong continuities in some dimensions of culture and massive changes in other dimensions while the cultural system as a whole undergoes cultural evolution. Humans, viewed from the point of view of the ethology of human individuals, have kept reproducing very similar social-ideological structures while the broader cultural system has evolved to increasingly integrate a global society. (Author)

**ED 108 826** RC 008 632

*Tamblyn, Lewis R.*  
What is Happening in Rural Education Today: A Status Report.

Pub Date 25 Apr 75

Note—36p.; Paper presented at the Rural Education Conference, Southern Illinois University, Carbondale, Illinois, April 24-25, 1975

**EDRS Price MF-\$0.76 HC-\$1.95 PLUS POSTAGE**

**Descriptors**—Census Figures, \*Correlation, Definitions, Economically Disadvantaged, \*Educational Quality, Financial Support, Needs, Population Trends, \*Problems, Rural Areas, \*Rural Economics, \*Rural Education, Rural Urban Differences, Social Services, Speeches, Tables (Data)

Arrayed by size of place, the U.S. rural population constitutes 31.4 percent of total U.S. population. Unfortunately, "rural" and "rural education" are often discussed as if they were separate entities. Actually they are inextricably interwoven, for those very factors which describe rurality very much determine rural education. Documenting the still prevalent economic plight of rural populations, the 1967 report by the President's Commission on Rural Poverty details the following rural characteristics: relative isolation of communities; prevailing cultural level; relative

population decline; scarcity of leadership; inadequate tax base; economically irrelevant political boundaries; shortage of well qualified personnel; and resistance to change. Such factors have perpetuated the inadequacies of rural public services, particularly schools. The inability of rural areas to support educational programs is readily reflected in their: inadequate facilities and instructional materials; disproportionate numbers of unqualified teachers; high teacher turnover rates; lack of effective special services; higher dropout rates; inadequately prepared graduates; high unemployment and underemployment rates; and few taxable resources. As the U.S. can no longer afford these rural American losses, a combination of national will and increased human and financial resources is required to solve these problems. (JC)

**ED 108 827** RC 008 633

*Tamblyn, Lewis R.*  
The Future of the Rural and Small School.

Pub Date 25 Apr 75

Note—19p.; Paper presented at the Rural Education Conference, Southern Illinois University, Carbondale, Illinois, April 24-25, 1975

**EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE**

**Descriptors**—Agencies, Agency Role, Community Schools, \*Educational Development, \*Federal Programs, \*Futures (of Society), Government Role, Information Dissemination, Recognition, Regional Programs, \*Rural Schools, \*Small Schools, Speeches, State Federal Aid, Teacher Influence

National recognition of the correlation between rural and urban problems has brought about an atmosphere of confidence relative to the future of the rural and/or small school. Such confidence is evidenced by: (1) renewed interest and concern over the plight of rural education by society in general; (2) Federal commitment in recognition of the fact that "rural" exists, that rural society has problems, and that the Federal Government must play a major role in providing solutions; (3) commitment of the National Institute of Education to the Rural Experimental School Program; (4) the continual funding of the Educational Resources Information Center/Clearinghouse on Rural Education and Small Schools (ERIC/RESS); (5) emergence of Regional Education Service agencies (educational corporations) designed to serve rural and small schools; (6) linkage between the Appalachian Regional Lab and local school districts in moving from the development stage to actual program implementation; (7) re-emergence of the "Community School" concept; (8) the myriad of agencies and organizations at the local, state, and national levels concerned with rural problems and education; (9) the movement by teachers and teacher organizations to improve the quality of rural education; (10) conferences which provide impetus for rural community improvement through the schools. (JC)

**ED 108 828** RC 008 634

*Acedo, Homero E.*  
A Sociological Analysis of Differences in Student Motivation: A Case Study of Two School Districts in Texas.

Pub Date Jul 75

Note—137p.; Not available in hard copy due to marginal legibility of original document. Ph.D. Dissertation, Walden University

**EDRS Price MF-\$0.76 PLUS POSTAGE. HC Not Available from EDRS.**

**Descriptors**—Academic Achievement, \*Administrator Attitudes, Community Characteristics, Cultural Background, Culture Conflict, Doctoral Theses, Educational Problems, Grade 6, \*Mexican Americans, \*Parent Attitudes, \*Student Attitudes, \*Student Motivation, Student Needs, Teacher Attitudes

**Identifiers**—Chicanos, \*Texas  
The perceptions of the school system held by selected 6th grade Chicano students, their parents, selected school personnel, and the power structure (i.e., superintendent, school board members, councilmen, mayor) were examined. Two Texas school districts of equal characteristics and size, with heavy Chicano enrollments were selected. In one, the faculty and administration reflected the student composition; in the other, they did not. The sample consisted of: 15 Chicano students and their parents, 15 teachers, and 15 administrators and members of the com-

munity power structure. Similar procedures were employed with both school districts. By using questionnaires and interviews on these selected groups, certain factors associated with lack of academic achievement of Chicano children were identified. In the process, the Chicano value system, culture, family, self-concept and actual scholastic achievement were examined vis-a-vis the Anglo child. The investigation uncovered significant differences in values, role-concepts, self and familial-concepts, as possible factors that influence the educational behavior and achievement of Chicano children. Findings led to the conclusion that lack of achievement among Chicano children is attributed to various sources of conflict between them and the school. (Author/NQ)

**ED 108 829** RC 008 636

*Turner, Allen C.*  
The Kamuts Project: A Great Basin Application of Vicos-type Research and Development Anthropology.

Pub Date 1 May 75

Note—16p.; Paper presented to the Western Social Science Association (Denver, Colorado, May 1, 1975)

**EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE**

**Descriptors**—\*American Indians, Anthropology, Cultural Background, Development, Feedback, \*Identification, \*Intervention, Migration, Models, \*Research Methodology, Reservations (Indian), Social Change, \*Social Problems, Speeches

**Identifiers**—\*Project Kamuts, Southern Paiutes

An attempt to apply the broad principles of Holmberg's 1958 research and development anthropology in a social and environmental context, the Kamuts Project involves a Southern Paiute community. Utilizing Holmberg's methodology of contextual mapping and strategy intervention, Southern Utah State College (SUSC) is participating as technical advisor in the clarification of social problems, the search for program funding, and the organization and administration of special developmental projects on the Kaibab Reservation in Arizona. Initiation of the Kamuts Project involved informal socializing, attendance at formal tribal meetings, consultations with the Kaibab Tribal Chairman and Planner, establishment of a pilot project, and development of a research library. The social problems identified involve maintenance of the social and cultural continuity of the Kaibab community via prevention of outmigration. Intervention attempts to alter this situation include SUSC assistance in a restoration project on the reservation, establishment of a museum to house restoration finds, and coordination of the museum with a teaching facility for purposes of promoting bilingual approaches to Paiute myths. At this point (1975), the project is experiencing success except for the fact that it is very much in need of additional funds. (JC)

**ED 108 830** RC 008 637

Selected 1970 Census Data for Alaska Communities. Part 1 - Interior Alaska.

Alaska State Dept. of Community and Regional Affairs, Juneau. Div. of Community Planning. Spons. Agency—Department of Housing and Urban Development, Washington, D.C.

Pub Date Mar 74

Note—56p.; For related documents, see RC 008 638-642

**EDRS Price MF-\$0.76 HC-\$3.32 PLUS POSTAGE**

**Descriptors**—Age Groups, \*American Indians, Caucasians, \*Census Figures, \*Demography, \*Eskimos, Family Structure, Females, Geographic Regions, \*Housing, Males, Plumbing, Population Trends, Racial Distribution, Tables (Data)

**Identifiers**—\*Alaska, Alaska Natives, Aleuts, Interior Alaska

As 1 of 6 regional reports supplying statistical information on Alaska's incorporated and unincorporated communities (those of 25 or more people), this report on Interior Alaska presents data derived from the 1970 U.S. Census first-count microfilm. Organized via the 4 Interior census divisions, data are presented for the 46 communities of Fairbanks, Southeast Fairbanks, Upper Yukon, and Yukon-Koyukuk census divisions. Presented in tabular form, selected data provide the following information: (1) Population

Trends (1950, 1960, and 1970); (2) Race (Alaskan Native, White, and Negro); (3) Families (total and total persons in family); (4) Age Breakdowns: Total Population and Native Population (males and females from under 5 to 65 and over and median age); (5) Housing Occupancy (# of units owner occupied, renter occupied, vacant year round, seasonal, and total); (6) Type of Housing Structure-Year Round Units (# of 1 unit structures, 2 or more units, and mobile homes); (7) Persons Per Unit (# of persons and units and average); (8) Rooms Per Unit (# of rooms and units and average); (9) Persons Per Room (1.00 or less to 1.51 or more); (10) Plumbing Facilities (# with all facilities and # lacking 1 or more facilities); (11) Value of Owner Occupied Units; (12) Toilet Facilities: Year Round Units (private, shared, and no flush). (JC)

ED 108 831 RC 008 638

Selected 1970 Census Data for Alaska Communities. Part 2 - Northwest Alaska.

Alaska State Dept. of Community and Regional Affairs, Juneau. Div. of Community Planning. Spons Agency—Department of Housing and Urban Development, Washington, D.C.

Pub Date Mar 74

Note—40p.; For related documents, see RC 008 637-642

EDRS Price MF-\$0.76 HC-\$1.95 PLUS POSTAGE

Descriptors—Age Groups, \*American Indians, Caucasians, \*Census Figures, \*Demography, \*Eskimos, Family Structure, Females, Geographic Regions, \*Housing, Males, Plumbing, Population Trends, Racial Distribution, Tables (Data)

Identifiers—\*Alaska, Alaska Natives, Aleuts, Northwest Alaska

As 1 of 6 regional reports supplying statistical information on Alaska's incorporated and unincorporated communities (those of 25 or more people), this report on Northwest Alaska presents data derived from the 1970 U.S. Census first-count microfilm. Organized via the 3 Northwest Alaska census divisions, data are presented for the 32 communities of Barrow, Kobuk, and Nome census divisions. Presented in tabular form, the selective data provide the following information: (1) Population Trends (1950, 1960, and 1970); (2) Race (Alaskan Native, White, and Negro); (3) Families (total and total persons in family); (4) Age Breakdowns: Total Population and Native Population (males and females from under 5 to 65 and over and median age); (5) Housing Occupancy (# of units owner occupied, renter occupied, vacant year round, seasonal, and total); (6) Type of Housing Structure-Year Round Units (# of 1 unit structures, 2 or more units, and mobile homes); (7) Persons Per Unit (# of persons and units and average); (8) Rooms Per Unit (# of rooms and units and average); (9) Persons Per Room (1.00 or less to 1.51 or more); (10) Plumbing Facilities: Year Round Units (# with all facilities and # lacking 1 or more facilities); (11) Value of Owner Occupied Units (\$5,000 to \$50,000); (12) Toilet Facilities: Year Round Units (private, shared, and no flush toilets). (JC)

ED 108 832 RC 008 639

Selected 1970 Census Data for Alaska Communities. Part 3 - Southwest Alaska.

Alaska State Dept. of Community and Regional Affairs, Juneau. Div. of Community Planning. Spons Agency—Department of Housing and Urban Development, Washington, D.C.

Pub Date Mar 74

Note—60p.; For related documents, see RC 008 637-642

EDRS Price MF-\$0.76 HC-\$3.32 PLUS POSTAGE

Descriptors—Age Groups, \*American Indians, Caucasians, \*Census Figures, \*Demography, \*Eskimos, Family Structure, Females, Geographic Regions, \*Housing, Males, Plumbing, Population Trends, Racial Distribution, Tables (Data)

Identifiers—\*Alaska, Alaska Natives, Aleuts, Southwest Alaska

As 1 of 6 regional reports supplying statistical information on Alaska's incorporated and unincorporated communities (those of 25 or more people), this report on Southwest Alaska presents data derived from the 1970 U.S. Census first-count microfilm. Organized via the 3 Southwest Alaska census divisions, data are presented for the 50 communities of Bethel, Kuskokwim, and

Wade Hampton census divisions. Presented in tabular form, data provide the following information: (1) Population Trends (1950, 1960, and 1970); (2) Race (Alaskan Native, White, and Negro); (3) Families (total and total persons in family); (4) Age Breakdowns: Total Population and Native Population (males and females from under 5 to 65 and over and median age); (5) Housing Occupancy (# of units owner occupied, renter occupied, vacant year round, seasonal, and total); (6) Type of Housing Structure: Year Round Units (# of 1 unit structures, 2 or more units, and mobile homes); (7) Persons Per Unit (# of persons and units and average); (8) Rooms Per Unit (# of rooms and units and average); (9) Persons Per Room (1.00 or less to 1.51 or more); (10) Plumbing Facilities: Year Round Units (# with all facilities and # lacking 1 or more facilities); (11) Value of Owner Occupied Units (\$5,000 to \$50,000); (12) Toilet Facilities: Year Round Units (private, shared, and no flush toilets). (JC)

ED 108 833 RC 008 640

Selected 1970 Census Data for Alaska Communities. Part 4 - Bristol Bay-Aleutian Region.

Alaska State Dept. of Community and Regional Affairs, Juneau. Div. of Community Planning. Spons Agency—Department of Housing and Urban Development, Washington, D.C.

Pub Date Mar 74

Note—52p.; For related documents, see RC 008 637-642

EDRS Price MF-\$0.76 HC-\$3.32 PLUS POSTAGE

Descriptors—Age Groups, \*American Indians, Caucasians, \*Census Figures, \*Demography, \*Eskimos, Family Structure, Females, Geographic Regions, \*Housing, Males, Plumbing, Population Trends, Racial Distribution, Tables (Data)

Identifiers—\*Alaska, Alaska Natives, Aleuts, Bristol Bay Aleutian Region

As 1 of 6 regional reports supplying statistical information on Alaska's incorporated and unincorporated communities (those of 25 or more people), this report on Alaska's Bristol Bay-Aleutian Region presents data derived from the 1970 U.S. Census first-count microfilm. Organized via the 3 Bristol Bay-Aleutian census divisions, data are presented for the 43 communities of the Aleutian Islands, Bristol Bay Borough, and Bristol Bay census divisions. Presented in tabular form, data provide the following information: (1) Population Trends (1950, 1960, and 1970); (2) Race (Alaskan Native, White, and Negro); (3) Families (total and total persons in family); (4) Age Breakdowns: Total Population and Native Population (males and females from under 5 to 65 and over and median age); (5) Housing Occupancy (# of units owner occupied, renter occupied, vacant year round, seasonal, and total); (6) Type of Housing Structure-Year Round Units (# of 1 unit structures, 2 or more units, and mobile homes); (7) Persons Per Unit (# of persons and units and average); (8) Rooms Per Unit (# of rooms and units and average); (9) Persons Per Room (1.00 or less to 1.51 or more); (10) Plumbing Facilities: Year Round Units (# with all facilities and # lacking 1 or more facilities); (11) Value of Owner Occupied Units (\$5,000 to \$50,000); (12) Toilet Facilities: Year Round Units (private, shared, and no flush toilets). (JC)

ED 108 834 RC 008 641

Selected 1970 Census Data for Alaska Communities. Part 5 - Southeast Alaska.

Alaska State Dept. of Community and Regional Affairs, Juneau. Div. of Community Planning. Spons Agency—Department of Housing and Urban Development, Washington, D.C.

Pub Date Mar 74

Note—66p.; For related documents, see RC 008 637-642

EDRS Price MF-\$0.76 HC-\$3.32 PLUS POSTAGE

Descriptors—Age Groups, \*American Indians, Caucasians, \*Census Figures, \*Demography, \*Eskimos, Family Structure, Females, Geographic Regions, \*Housing, Males, Plumbing, Population Trends, Racial Distribution, Tables (Data)

Identifiers—\*Alaska, Alaska Natives, Aleuts, Southeast Alaska

As 1 of 6 regional reports supplying statistical information on Alaska's incorporated and unincorporated communities (those of 25 or more

people), this report on Southeast Alaska presents data derived from the 1970 U.S. Census first-count microfilm. Organized via the 7 Southeast census divisions, data are presented for the 53 communities of the Anchorage, Cordova-McCarthy, Kenai-Cook Inlet, Kodiak, Matanuska-Susitna, Seward, and Valdez-Chitina-Whittier census divisions. Presented in tabular form, selected data provide the following information: (1) Population Trends (1950, 1960, and 1970); (2) Race (Alaskan Native, White, and Negro); (3) Families (total and total persons in family); (4) Age Breakdowns: Total Population and Native Population (males and females from under 5 to 65 and over and median age); (5) Housing Occupancy (# of units owner occupied, renter occupied, vacant year round, seasonal, and total); (6) Type of Housing Structure-Year Round Units (# of 1 unit structures, 2 or more units, and mobile homes); (7) Persons Per Unit (# of persons and units and average); (8) Rooms Per Unit (# of rooms and units and average); (9) Persons Per Room (1.00 or less to 1.51 or more); (10) Plumbing Facilities: Year Round Units (# with all facilities and # lacking 1 or more facilities); (11) Value of Owner Occupied Units; (12) Toilet Facilities (private, shared, and no flush). (JC)

ED 108 835 RC 008 642

Selected 1970 Census Data for Alaska Communities. Part 6 - Southeast Alaska.

Alaska State Dept. of Community and Regional Affairs, Juneau. Div. of Community Planning. Spons Agency—Department of Housing and Urban Development, Washington, D.C.

Pub Date Mar 74

Note—55p.; For related documents, see RC 008 637-641

EDRS Price MF-\$0.76 HC-\$3.32 PLUS POSTAGE

Descriptors—Age Groups, \*American Indians, Caucasians, \*Census Figures, \*Demography, \*Eskimos, Family Structure, Females, Geographic Regions, \*Housing, Males, Plumbing, Population Trends, Racial Distribution, Tables (Data)

Identifiers—\*Alaska, Alaska Natives, Aleuts, Southeast Alaska

As 1 of 6 regional reports supplying statistical information on Alaska's incorporated and unincorporated communities (those of 25 or more people), this report on Southeast Alaska presents data derived from the 1970 U.S. Census first-count microfilm. Organized via the 9 Southeast census divisions, data are presented for the 40 communities of the Angoon, Haines, Juneau, Ketchikan, Outer Ketchikan, Prince of Wales, Sitka, Skagway Yakutat, and Wrangell-Petersburg census divisions. Presented in tabular form, selected data provide the following information: (1) Population Trends (1950, 1960, and 1970); (2) Race (Alaskan Native, White, and Negro); (3) Families (total and total persons in family); (4) Age Breakdowns: Total Population and Native Population (males and females from under 5 to 65 and over and median age); (5) Housing Occupancy (# of units owner occupied, renter occupied, vacant year round, seasonal, and total); (6) Type of Housing Structure-Year Round Units (# of 1 unit structures, 2 or more units, and mobile homes); (7) Persons Per Unit (# of persons and units and average); (8) Rooms Per Unit (# of rooms and units and average); (9) Persons Per Room (1.00 or less to 1.51 or more); (10) Plumbing Facilities (# with all facilities and # lacking 1 or more facilities); (11) Value of Owner Occupied Units; (12) Toilet Facilities (private, shared, and no flush). (JC)

ED 108 836 RC 008 645

Indians of North Carolina.

Bureau of Indian Affairs (Dept. of Interior), Washington, D.C.

Pub Date 72

Note—25p.; For related document, see ED 021 677

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock No. 2402-0028; \$0.35)

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—\*American Indians, \*Cultural Background, \*Economic Progress, Education, Federal Aid, Health Services, Historical Reviews, Housing, Industry, \*Modern History, \*Reservations (Indian), Tourism, United States History



## 156 Document Resumes

Identifiers—BIA, Bureau of Indian Affairs, \*Cherokees, North Carolina

Published by the U.S. Department of the Interior, this brief booklet on the historical development of the Cherokee Nation emphasizes the Tribe's relationship with the Bureau of Indian Affairs and its improved economy. Citing tourism as the major tribal industry, tribal enterprises are named and described (a 61 unit motor court in existence since 1946, fishing waters, a campground of some 75 units, and picnic facilities). Designated the second largest source of income, reservation factories are also described in some detail (the manufacturing of moccasins, American Indian souvenirs, quilts, and hair accessories). Reduction of the number of individuals living in substandard housing (less than 60 percent as of 1972), is presented as evidence of improved housing efforts on the reservation, while a 26-bed hospital and almost total sanitation services (90 percent) serve as evidence of improved health services. A reservation map and numerous pictures supplement this descriptive report on the 56,000 acre Cherokee Reservation and its contributions to the U.S. today. (JC)

ED 108 837 RC 008 649

Crasswhite, William And Others

**Rural Development Research in the Northeast for the Next Five Years—A Framework. Task Force Report to the Northeastern Regional Agricultural Research Planning Committee.**

Northeastern Regional Agricultural Research Planning Committee.

Spons Agency—Rural Development Service (DOA), Washington, D.C.

Pub Date Sep 73

Note—37p.

EDRS Price MF-\$0.76 HC-\$1.95 PLUS POSTAGE

Descriptors—Community Services, \*Decision Making, Economic Development, Environmental Research, Extension Agents, Financial Support, Housing, Human Resources, Land Use, Local Government, \*Program Coordination, Regional Cooperation, \*Research Criteria, \*Research Needs, \*Rural Development

Identifiers—\*Northeastern States

The Northeastern Regional Agricultural Research Planning Committee commissioned a joint U.S. Department of Agriculture-Experiment Station Task Force to provide a framework for Rural Development (RD) research over the next 5 years. Based on criteria of: significance; researchability; relevance to group decisions, actions, and applicability; reference to relevant reports; conference proceedings; and canvassing of relevant individuals and groups; the priority problem areas throughout the Northeast were identified as follows: (1) land use; (2) community services; (3) economic development; (4) local government and finance; (5) housing; (6) processes and strategies. Environmental quality and human resources were identified as lower priority areas. Willingness of researchers and administrators to fit research activities into a total program that best utilizes personnel and facilities was deemed vital. The recommended total research program called for coordination between extension specialists and decision makers, emphasizing regional, rather than local, application and procedure. Suggested vehicles for mobilization of RD research included Northeast Center 14 (a project through which department heads collectively view and coordinate research) and the Northeast Regional Center for Rural Development, which, if adequately funded, could serve to unify research efforts. (JC)

ED 108 838 RC 008 650

Pino, Ricardo, Comp.

**The Yellow Pages for Rural Development in New Mexico.**

New Mexico State Univ., Las Cruces. Cooperative Extension Service.

Spons Agency—Department of Agriculture, Washington, D.C.

Pub Date Jan 75

Note—123p.

EDRS Price MF-\$0.76 HC-\$5.70 PLUS POSTAGE

Descriptors—\*Agencies, Agriculture, Business, Community Services, \*Directories, Education, Employment, Health, Industry, Natural Resources, Planning, \*Program Descriptions, Recreation, Research, \*Rural Development, \*Social Services, Tourism, Training, Transportation

Identifiers—\*New Mexico

Designed to inform the public of rural development programs and services in the State of New Mexico, this directory presents over 100 program summaries, providing mailing addresses and telephone numbers and naming the agency, the specific program thrust, the Officer in Charge, and other contacts. Both an alphabetical and functional index are provided to facilitate directory use. Major divisions of the functional index include: (1) Business, Industry, and Agriculture; (2) Community Facilities; (3) Community Services; (4) Employment and Training; (5) Education and Research; (6) Environment; (7) Health; (8) Natural Resources; (9) Planning and Zoning; (10) Recreation and Tourism; (11) Transportation. (JC)

ED 108 839 RC 008 652

Rogers, David L., Ed. And Others

**An Annotated Bibliography of Rural Development Research in the North Central Region.**

North Central Regional Center for Rural Development, Ames, Iowa.

Pub Date Apr 75

Note—233p.; Not available in hard copy due to marginal legibility of original document

EDRS Price MF-\$0.76 PLUS POSTAGE. HC Not Available from EDRS.

Descriptors—\*Abstracts, \*Annotated Bibliographies, Community, Decision Making, Demography, \*Economic Development, Groups, Natural Resources, Planning, \*Research, \*Rural Development, Social Services

Identifiers—\*North Central Region

Designed to aid rural development planners, researchers, and extension personnel, this annotated bibliography presents items which represent: (1) the results of rural development research performed between 1967 and 1974 in the North Central Region by scientists affiliated with Agricultural Experiment Stations; and (2) additional references to work that is relevant to each of the areas of rural development, even though performed by scientists outside the experiment stations and in some instances outside the 12-state region. Developed from a 1973 review of rural development research, this bibliography includes some 475 citations which are categorized via the following topics: (1) Population; (2) Economic Development Opportunities; (3) Economic Services; (4) Social Services; (5) Environment and Natural Resources; (6) Individual and Family Decision Making; (7) Group and Community Decision Making; and (8) General Rural Development. While all citations are not annotated, most citations are accompanied by an author abstract. (JC)

ED 108 840 RC 008 658

Baker, John A.

**Guide to Federal Programs for Rural Development. Revised Edition.**

Rural Development Service (DOA), Washington, D.C.

Pub Date Mar 75

Note—349p.; For related document, see ED 065 214

EDRS Price MF-\$0.76 HC-\$17.13 PLUS POSTAGE

Descriptors—Business, Community Coordination, \*Community Development, Community Planning, Community Services, \*Directories, Facility Improvement, \*Federal Programs, Housing, Industry, Jobs, Planning, \*Program Descriptions, \*Rural Development

Serving as an introduction to Federal assistance and as a locator of specific rural development programs, this directory is divided into the 5 following general categories: (1) Jobs, Business, Industry; (2) Community Facilities; (3) Community Functions and Services; (4) Housing; (5) Planning and Coordination. Each of these categories is divided into chapters which are devoted to specific rural community improvement functions for which there are related or matching Federal assistance programs. Chapters are intended to parallel "spheres of interest" at the local level. Each chapter includes the government-wide approach to a particular local problem, bringing the resources of several different departments and agencies together under one chapter heading. Each of some 600 entries include a program title and summary, eligibility requirements, and name and/or address of information contacts. (JC)

ED 108 841 RC 008 675

**Rural Industrialization: Prospects, Problems, Impacts, and Methods. A Series of Papers Com-**

plied by the Subcommittee on Rural Development of the Committee on Agriculture and Forestry, United States Senate, 93d Congress, 2d Session, April 19, 1974.

Congress of the U.S., Washington, D.C. Senate Committee on Agriculture and Forestry.

Pub Date 19 Apr 74

Note—151p.; For related document, see RC 008 676

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (\$1.35)

EDRS Price MF-\$0.76 HC-\$8.24 PLUS POSTAGE

Descriptors—Community Development, Community Planning, Decision Making, Economic Change, Electromechanical Technology, Employment Trends, \*Futures (of Society), Guides, \*Industrialization, \*Methods, \*Problems, Research, \*Rural Development, Rural Urban Differences, Social Influences, Tables (Data)

Identifiers—Southeast

The 9 papers in this compilation on rural industrial development are titled as follows: (1) "U.S. Employment Shifts Through 1985" (gains, regional losses, relation to per capita income and economic activities, geographic concentration, and national basis of regional projections); (2) "Large Industry in a Rural Area: Demographic, Economic, and Social Impacts" (research findings and further needs, policy implications, and activity descriptions); (3) "Current Spatial Organization of Industrial Production and Distribution Activity" (national perspective, regional employment allocations, metro/nonmetro differentials, manufacturing activities, and alternatives); (4) "Rural Industrial Growth in the Southeast Since 1962" (economic outlook and pacesetting, patterns of nonmetro economic growth, and rural employment gains); (5) "Community Planning and Decisionmaking to Attract Industry" (current situation, choices, multiplier effects, taxes, jobs, community leadership and responsibility, and organizational roles); (6) "Industry's Viewpoint of Rural Areas: Corporate and Community Decisionmaking for Locating Industry" (representative statements); (7) "Problems in Rural Communities After Industry Arrives"; (8) "An Industrial Promotion Survey: A Guide for Your Rural Community's Development"; (9) "Rural Development Through Electronic Technology" (approaches, products, services, etc.). (JC)

ED 108 842 RC 008 676

Kuennen, Daniel S.

**An Industrial Promotion Survey: A Guide for Your Rural Community's Development. Extension Circular 134.**

Delaware Univ., Newark. Cooperative Extension Service.

Pub Date Mar 73

Note—24p.

Available from—Not available separately, see RC 008 675

Document Not Available from EDRS

Descriptors—Agencies, Community Development, \*Community Surveys, \*Guides, \*Industrialization, Information Sources, Methods, Organization, \*Publicize, \*Rural Areas, Site Selection, State Agencies

Divided into 2 parts, this publication presents a brief review of facts concerning rural industrial expansion as relative to rural community development and describes the way in which a community should go about researching, compiling, and publishing an attractive promotion portfolio. To aid communities in the initial steps toward industrial expansion, information is provided on industrial trends, site selection, industry types (rural, urban, obsolescent, etc.). State and Federal Agencies, and the community decision making process. Additionally, an industrial promotion survey form is presented. Providing guidelines by which a community can assess and "sell" itself, the survey format is developed around the team concept and includes the following informational components: historical; general facts; civic and recreational; education, health, and welfare; industry and resources; industrial sites and buildings; labor market; housing; transportation facilities; utility facilities; financial facilities; photography; maps and charts. Each component of the survey is then presented individually via suggested format and technique. Suggestions for followup publicity are also presented. (JC)

ED 108 843 RC 008 680

Mitchell, Marjorie, Comp.  
Native Indian Studies and Curriculum Development Programmes: A Descriptive Mailing List.  
British Columbia Intercultural Curriculum Project, Victoria.  
Pub Date Aug 74  
Note—26p.

Available from—Intercultural Curriculum Project, Studies of Intercultural Education, University of Victoria, Victoria, British Columbia, Canada V8W 2Y2 (\$1.00)

EDRS Price MF-\$0.76 HC-\$1.95 PLUS

## POSTAGE

Descriptors—American Indian Culture, \*American Indians, Booklists, \*Cultural Awareness, \*Curriculum Development, \*Directories, Elementary Secondary Education, Higher Education, \*Instructional Materials, Projects, Tribes  
Identifiers—Alaska, Canada, United States

The outgrowth of correspondence with Native Indian education programs and curriculum projects all over North America, this directory presents mailing addresses and brief descriptions of material needs for some 96 entries. Organized via Canadian Provinces and U.S. States, entries are divided into 4 categories as follows: (1) Canadian Native Indian Studies (for elementary, secondary, and higher education); (2) Canadian Curriculum Development Projects (primarily elementary/secondary multi-media materials); (3) American Native Indian Studies Programs (higher education, Indian student prepared materials at the elementary/secondary levels, and Indian teacher education); (4) American Curriculum Development Projects (principally elementary/secondary levels). Also presented is a book list relative to the American Indian (6 books in the process of being published and 3 books already published). Some 14 cultural projects are also presented. Each of these entries includes tribal affiliation and the names and addresses of project directors, historians, and technical assistants. (JC)

## SE

ED 108 844 SE 016 588

Caracas, Angela, Ed.  
Romanian Scientific Abstracts, Volume 9 Number 11.

Ministry of Education, Bucharest (Romania). Information and Documentation Centre for Education.

Pub Date Nov 72  
Note—204p.; marginal legibility throughout document

Available from—ERIC/SMEAC, The Ohio State University, 400 Lincoln Tower, Columbus, Ohio 43210 (on loan)

## Document Not Available from EDRS

Descriptors—\*Abstracts, Astronomy, \*Bibliographies, Biology, Chemistry, Education, Geography, Geology, \*Information Dissemination, Mathematics, Medicine, Physics, \*Sciences  
Identifiers—Romania

The material included in the monthly issues of the "Romanian Scientific Abstracts" as bibliographic references or abstracts is arranged according to discipline and main problems and is provided with an index and with key-words. The entries are recorded in numerical sequence. The December issue includes a subject index for the material included throughout the year. It also indicates, in an appended table, the numerical symbol of every entry per issue. A list of the Romanian publications included in the Abstracts as well as the editors' addresses is appended to each issue. The material contained in the "Romanian Scientific Abstracts" may be used and reproduced by institutions without previous consent from the Information and Documentation Centre for Education. The Centre will supply, on request, originals or copies (microfilms, photographs) of the works referred to in the bulletin. The material contained in the Abstracts is divided into nine major subject areas: mathematics and astronomy; physics; mechanics; chemistry; geology and geography; biology; medical sciences; education; and information sciences. (Editor/MLH)

ED 108 845 SE 016 589  
Caracas, Angela, Ed.  
Romanian Scientific Abstracts, Volume 9 Number 12.

Ministry of Education, Bucharest (Romania). Information and Documentation Centre for Education.

Pub Date Dec 72

Note—227p.; marginal legibility throughout document

Available from—ERIC/SMEAC, The Ohio State University, 400 Lincoln Tower, Columbus, Ohio 43210 (on loan)

## Document Not Available from EDRS

Descriptors—\*Abstracts, Astronomy, \*Bibliographies, Biology, Chemistry, Education, Geography, Geology, \*Information Dissemination, Mathematics, Medicine, Physics, \*Sciences  
Identifiers—Romania

The material included in the monthly issues of the "Romanian Scientific Abstracts" as bibliographic references or abstracts is arranged according to discipline and main problems and is provided with an index and with key-words. The entries are recorded in numerical sequence. The December issue includes a subject index for the material included throughout the year. It also indicates, in an appended table, the numerical symbol of every entry per issue. A list of the Romanian publications included in the Abstracts as well as the editors' addresses is appended to each issue. The material contained in the "Romanian Scientific Abstracts" may be used and reproduced by institutions without previous consent from the Information and Documentation Centre for Education. The Centre will supply, on request, originals or copies (microfilms, photographs) of the works referred to in the bulletin. The material contained in the Abstracts is divided into nine major subject areas: mathematics and astronomy; physics; mechanics; chemistry; geology and geography; biology; medical sciences; education; and information sciences. (Editor/MLH)

ED 108 846 SE 016 809

Caracas, Angela, Ed.  
Romanian Scientific Abstracts, Volume 10 Number 1.

Ministry of Education, Bucharest (Romania). Information and Documentation Centre for Education.

Pub Date Jan 73

Note—161p.; marginal legibility throughout document

Available from—ERIC/SMEAC, The Ohio State University, 400 Lincoln Tower, Columbus, Ohio 43210 (on loan)

## Document Not Available from EDRS

Descriptors—\*Abstracts, Astronomy, \*Bibliographies, Biology, Chemistry, Education, Geography, Geology, \*Information Dissemination, Mathematics, Medicine, Physics, \*Sciences  
Identifiers—Romania

The material included in the monthly issues of the "Romanian Scientific Abstracts" as bibliographic references or abstracts is arranged according to discipline and main problems and is provided with an index and with key-words. The entries are recorded in numerical sequence. The December issue includes a subject index for the material included throughout the year. It also indicates, in an appended table, the numerical symbol of every entry per issue. A list of the Romanian publications included in the Abstracts as well as the editors' addresses is appended to each issue. The material contained in the "Romanian Scientific Abstracts" may be used and reproduced by institutions without previous consent from the Information and Documentation Centre for Education. The Centre will supply, on request, originals or copies (microfilms, photographs) of the works referred to in the bulletin. The material contained in the Abstracts is divided into nine major subject areas: mathematics and astronomy; physics; mechanics; chemistry; geology and geography; biology; medical sciences; education; and information sciences. (Editor/MLH)

ED 108 847 SE 016 810

Caracas, Angela, Ed.  
Romanian Scientific Abstracts, Volume 10 Number 2.

Ministry of Education, Bucharest (Romania). Information and Documentation Centre for Education.

Pub Date Feb 73

Note—136p.; marginal legibility throughout document

Available from—ERIC/SMEAC, The Ohio State University, 400 Lincoln Tower, Columbus, Ohio 43210 (on loan)

## Document Not Available from EDRS

Descriptors—\*Abstracts, Astronomy, \*Bibliographies, Biology, Chemistry, Education, Geography, Geology, \*Information Dissemination, Mathematics, Medicine, Physics, \*Sciences  
Identifiers—Romania

The material included in the monthly issues of the "Romanian Scientific Abstracts" as bibliographic references or abstracts is arranged according to discipline and main problems and is provided with an index and with key-words. The entries are recorded in numerical sequence. The December issue includes a subject index for the material included throughout the year. It also indicates, in an appended table, the numerical symbol of every entry per issue. A list of the Romanian publications included in the Abstracts as well as the editors' addresses is appended to each issue. The material contained in the "Romanian Scientific Abstracts" may be used and reproduced by institutions without previous consent from the Information and Documentation Centre for Education. The Centre will supply, on request, originals or copies (microfilms, photographs) of the works referred to in the bulletin. The material contained in the Abstracts is divided into nine major subject areas: mathematics and astronomy; physics; mechanics; chemistry; geology and geography; biology; medical sciences; education; and information sciences. (Editor/MLH)

ED 108 848 SE 017 017

Immigrant Scientists and Engineers in the United States. A Study of Characteristics and Attitudes.

National Science Foundation, Washington, D.C.

Pub No—NSF-73-302

Pub Date Feb 73

Note—101p.; marginal legibility due to small print and shaded charts

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock Number 3800-00143, \$1.25, domestic postpaid; \$1.00, GPO Bookstore); ERIC/SMEAC, Ohio State University, 400 Lincoln Tower, Columbus, Ohio 43210 (on loan)

## Document Not Available from EDRS

Descriptors—\*Engineers, \*Immigrants, \*Individual Characteristics, Manpower Utilization, Research, Science Education, \*Scientists, \*Surveys

Identifiers—National Science Foundation, NSF  
The immigration of approximately 57,000 scientists and engineers to the United States during the 1966-70 period prompted questions as to the benefit to the United States, the implications for countries of origin, and the reasons behind the movement. This report is a broad survey of immigrant scientists and engineers conducted by the National Science Foundation and is essentially divided into two parts. Section 1 discusses the immigrants' appraisals of 17 factors deemed critical in leading to the immigration of scientists and engineers to the United States. Section 2 discusses how the immigrants' views of key aspects of living and working in the United States relative to their country of origin (e.g., social conditions and economic benefits) have changed since their entry into the United States. Complete technical notes, statistical tables, reproduction of covering letter, questionnaire and a list of occupations are also included. (Author/BR)

ED 108 849 SE 017 111

Bricks, Rita K. And Others  
Research and Development in Industry, 1971.

National Science Foundation, Washington, D.C.

Report No—NSF-73-305

Pub Date May 73

Note—90p.; marginal legibility throughout document due to blue color

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock Number 3800-00152, \$1.65); ERIC/SMEAC, Ohio State University, 400 Lincoln Tower, Columbus, Ohio 43210 (on loan)

## Document Not Available from EDRS

Descriptors—\*Engineers, \*Financial Support, Industry, \*Research, Research and Development Centers, Science Education, \*Scientific Research, \*Surveys, Technology

Identifiers—National Science Foundation, NSF  
This report provides statistics on industrial research and development by source of financing, character of work, and geographic distribution. Data on basic research and development are shown by product field. The report also contains

information on the number of industrial R and D scientists and engineers as of January 1972. The data obtained are designed to provide information useful to government officials, legislators, and other individuals concerned with evaluating the role of research and development in furthering the national welfare and in the allocation of scientific resources. (Author/BR)

**ED 108 850** SE 017 323

Caracas, Angela, Ed.

**Romanian Scientific Abstracts, Volume 10 Number 3.**

Ministry of Education, Bucharest (Romania). Information and Documentation Centre for Education.

Pub Date Mar 73

Note—153p.; marginal legibility throughout document

Available from—ERIC/SMEAC, The Ohio State University, 400 Lincoln Tower, Columbus, Ohio 43210 (on loan)

**Document Not Available from EDRS**

Descriptors—\*Abstracts, Astronomy, \*Bibliographies, Biology, Chemistry, Education, Geography, Geology, \*Information Dissemination, Mathematics, Medicine, Physics, \*Sciences

Identifiers—Romania

The material included in the monthly issues of the "Romanian Scientific Abstracts" as bibliographic references or abstracts is arranged according to discipline and main numerical sequence. The December issue includes a subject index for the material included throughout the year. It also indicates, in an appended table, the numerical symbol of every entry per issue. A list of the Romanian publications included in the Abstracts as well as the editors' addresses is appended to each issue. The material contained in the "Romanian Scientific Abstracts" may be used and reproduced by institutions without previous consent from the Information and Documentation Centre for Education. The Centre will supply, on request, originals or copies (microfilms, photographs) of the works referred to in the bulletin. The material contained in the Abstracts is divided into nine major subject areas: mathematics and astronomy; physics; mechanics; chemistry; geology and geography; biology; medical sciences; education; and information sciences. (Editor/MLH)

**ED 108 851** SE 017 324

Caracas, Angela, Ed.

**Romanian Scientific Abstracts, Volume 10 Number 4.**

Ministry of Education, Bucharest (Romania). Information and Documentation Centre for Education.

Pub Date Apr 73

Note—156p.; marginal legibility throughout document

Available from—ERIC/SMEAC, The Ohio State University, 400 Lincoln Tower, Columbus, Ohio 43210 (on loan)

**Document Not Available from EDRS**

Descriptors—\*Abstracts, Astronomy, \*Bibliographies, Biology, Chemistry, Education, Geography, Geology, \*Information Dissemination, Mathematics, Medicine, Physics, \*Sciences

Identifiers—Romania

The material included in the monthly issues of the "Romanian Scientific Abstracts" as bibliographic references or abstracts is arranged according to discipline and main problems and is provided with an index and with key-words. The entries are recorded in numeric sequence. The December issue includes a subject index for the material included throughout the year. It also indicates, in an appended table, the numerical symbol of every entry per issue. A list of the Romanian publications included in the Abstracts as well as the editors' addresses is appended to each issue. The material contained in the "Romanian Scientific Abstracts" may be used and reproduced by institutions without previous consent from the Information and Documentation Centre for Education. The Centre will supply, on request, originals or copies (microfilms, photographs) of the works referred to in the bulletin. The material contained in the Abstracts is divided into nine major subject areas: mathematics and astronomy; physics; mechanics; chemistry; geology and geography; biology; medical sciences; education; and information sciences. (Editor/MLH)

**ED 108 852**

Caracas, Angela, Ed.

**Romanian Scientific Abstracts, Volume 10 Number 5.**

Ministry of Education, Bucharest (Romania). Information and Documentation Centre for Education.

Pub Date May 73

Note—212p.; marginal legibility throughout document

Available from—ERIC/SMEAC, The Ohio State University, 400 Lincoln Tower, Columbus, Ohio 43210 (on loan)

**Document Not Available from EDRS**

Descriptors—\*Abstracts, Astronomy, \*Bibliographies, Biology, Chemistry, Education, Geography, Geology, \*Information Dissemination, Mathematics, Medicine, Physics, \*Sciences

Identifiers—Romania

The material included in the monthly issues of the "Romanian Scientific Abstracts" as bibliographic references or abstracts is arranged according to discipline and main problems and is provided with an index and with key-words. The entries are recorded in numeric sequence. The December issue includes a subject index for the material included throughout the year. It also indicates, in an appended table, the numerical symbol of every entry per issue. A list of the Romanian publications included in the Abstracts as well as the editors' addresses is appended to each issue. The material contained in the "Romanian Scientific Abstracts" may be used and reproduced by institutions without previous consent from the Information and Documentation Centre for Education. The Centre will supply, on request, originals or copies (microfilms, photographs) of the works referred to in the bulletin. The material contained in the Abstracts is divided into nine major subject areas: mathematics and astronomy; physics; mechanics; chemistry; geology and geography; biology; medical sciences; education; and information sciences. (Editor/MLH)

**ED 108 853**

Caracas, Angela, Ed.

**Romanian Scientific Abstracts, Volume 10 Number 6.**

Ministry of Education, Bucharest (Romania). Information and Documentation Centre for Education.

Pub Date Jun 73

Note—181p.; marginal legibility throughout document

Available from—ERIC/SMEAC, The Ohio State University, 400 Lincoln Tower, Columbus, Ohio 43210 (on loan)

**Document Not Available from EDRS**

Descriptors—\*Abstracts, Astronomy, \*Bibliographies, Biology, Chemistry, Education, Geography, Geology, \*Information Dissemination, Mathematics, Medicine, Physics, \*Sciences

Identifiers—Romania

The material included in the monthly issues of the "Romanian Scientific Abstracts" as bibliographic references or abstracts is arranged according to discipline and main problems and is provided with an index and with key-words. The entries are recorded in numeric sequence. The December issue includes a subject index for the material included throughout the year. It also indicates, in an appended table, the numerical symbol of every entry per issue. A list of the Romanian publications included in the Abstracts as well as the editors' addresses is appended to each issue. The material contained in the "Romanian Scientific Abstracts" may be used and reproduced by institutions without previous consent from the Information and Documentation Centre for Education. The Centre will supply, on request, originals or copies (microfilms, photographs) of the works referred to in the bulletin. The material contained in the Abstracts is divided into nine major subject areas: mathematics and astronomy; physics; mechanics; chemistry; geology and geography; biology; medical sciences; education; and information sciences. (Editor/MLH)

**ED 108 854**

Science Education Newsletter No. 23.

British Council, London (England). Science

Dept.

Pub Date Dec 73

Note—54p.

**EDRS Price MF-\$0.76 HC-\$3.32 PLUS**

**POSTAGE**

SE 017 325

Descriptors—Curriculum, Curriculum Development, Instructional Materials, International Education, \*Mathematics Education, \*Newsletters, \*Program Descriptions, Publications, \*Science Education

Identifiers—Great Britain

This newsletter briefly describes present activities, projects, and publications in the areas of science education, mathematics education, and general science education in Great Britain. Short articles on activities in Ghana, Hong Kong, Iran, Lebanon, Netherlands and Zambia are included along with descriptions of four other international activities. (BR)

**ED 108 855**

**An Analysis of Federal R & D Funding by Function, Fiscal Years 1969-1974.**

National Science Foundation, Washington, D.C.

Report No—NSF-73-316

Pub Date Oct 73

Note—67p.; marginal legibility due to colors

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock Number 3800-00168, \$1.90); ERIC/SMEAC, Ohio State University, 400 Lincoln Tower, Columbus, Ohio 43210 (on loan)

**Document Not Available from EDRS**

Descriptors—\*Federal Aid, \*Federal Programs, \*Financial Support, \*National Programs, \*Research, Statistical Data

Identifiers—National Science Foundation, NSF

This report provides information on total federal research and development (R and D) funding by function during the fiscal years 1969-74. The report is divided into two parts. Part I gives an overall view of priorities funded by the federal government. The total federal R and D expenditures are arranged by functions and are listed in descending order of 1974 R and D obligations. In addition, a brief statistical account is presented about the trend in funding between 1969-74 for each function as well as comments on dominant subfunctions in each category. Part 2 provides a detailed treatment of R and D expenditures, function by function. Under each major function, data are gathered for different subfunctions and their ratios to total outlays. The data for years previous to 1974 are compiled and presented according to subfunction. The arrangement of subfunctions under major function titles is in descending order based on 1974 funding. Important trends are noted and analyzed for each function. The tables are presented in the appendix for figures for each year during 1969-74 according to agency programs. (BR)

**ED 108 856**

**Australian Council for Education Research Forty-Third Annual Report 72-73.**

Australian Council for Educational Research, Hawthorn.

Pub Date [73]

Note—76p.

**EDRS Price MF-\$0.76 HC-\$4.43 PLUS**

**POSTAGE**

Descriptors—\*Annual Reports, Curriculum Development, \*Educational Research, Institutes (Training Programs), International Education, Measurement, Research and Development Centers, \*Research Reviews (Publications)

Identifiers—ACER, \*Australian Council for Educational Research

This report on the operations of the Australian Council for Educational Research (ACER) for the 1972-73 period provides descriptions of research activities related to experimental and analytical studies, surveys, curriculum innovations and evaluations, reviews and comparative studies, the (Australian) Schools Commission, measurement studies, and test development. In addition the following operational services and functions of ACER are described: test research and development, library services, publications, staff matters, and finances and administration. Lists of Council members, officers, and staff members of ACER are provided, as is a list of State Institutes for Educational Research. (DR)

**ED 108 857**

King, Pat Landahl, John

**Teaching Population Concepts. Revised Edition.**

Washington Office of the State Superintendent of

Public Instruction, Olympia.

Pub Date 73

SE 018 315



Note—60p.; Marginal legibility throughout entire document; an earlier edition is ED 054 938  
Available from—ERIC/SMEAC, The Ohio State University, 400 Lincoln Tower, Columbus, Ohio 43210 (on loan)

#### Document Not Available from EDRS

Descriptors—\*Curriculum Development, Demography, Environment, \*Environmental Education, \*Instructional Materials, Learning Activities, \*Population Education, Population Growth, Population Trends, Resource Materials, Science Education, Secondary Education, \*Teaching Guides

This edition is designed to help teachers provide their students with some basic population concepts with stress placed on the elements of decision making. In the first section of the pamphlet, some of the basic concepts of population study are presented. These include populations, growth rates, birth and death rates, doubling time, migration, age structure, population projections, carrying capacity, and natural regulations. It is felt that a general understanding of these basic concepts is more important than assimilation of specific items of information, since such understanding allows the working out of answers to a broad range of specific questions. Following this section, a brief overview of the World, United States, and Washington state population growth is provided. Also outlined are ramifications of population growth and some ways populations are reduced. Finally, the sample teaching-learning activities illustrate the wide range of possibilities for weaving population study into the total curriculum. A tear out section for student use requiring decision making skills, and a bibliography of books, teaching materials, films and games are included. (Author/TK)

ED 108 858 SE 108 832  
Science and Technology in Presidential Policymaking—A Proposal.  
National Academy of Sciences, Washington, D.C.  
Pub Date Jun 74  
Note—63p.

Available from—Printing and Publishing Office, National Academy of Sciences, 2101 Constitution Avenue, N.W., Washington, D.C. 20418

EDRS Price MF-\$0.76 HC-\$3.32 PLUS POSTAGE

Descriptors—\*Advisory Committees, \*Federal Government, Government Publications, Government Role, Policy Formation, \*Public Policy, Science Consultants, \*Sciences, \*Technology

Identifiers—Council for Science and Technology, National Academy of Sciences

The Committee on Science and Technology of the National Academy of Sciences recommends that a Council for Science and Technology be established as a staff agency in the Executive Office of the President. The Council would consist of at least three full-time members drawn from the sciences, engineering, and related fields. They would be appointed by the President, with the counsel and consent of the Senate, to advise the government regarding the best use of science and technology in the development of public policy. Among the areas in which scientific and technological advice was deemed necessary were weapons research, energy resources development, and pollution control. The proposal also includes a brief history of the cooperation and communication which has existed between the government and the scientific community. (MLH)

ED 108 859 SE 108 833  
McCracken, I. C. And Others  
INFIRS, Inverted File Information Retrieval System.

United Kingdom Chemical Information Service, Nottingham (England).

Report No.—UKCIS-RR-3

Pub Date Jul 73

Note—197p.; Print too small for adequate reproduction

Available from—ERIC/SMEAC, The Ohio State University, 400 Lincoln Tower, Columbus, Ohio 43210 (on loan)

#### Document Not Available from EDRS

Descriptors—\*Chemistry, Computer Storage Devices, \*Data Bases, Data Processing, \*Information Retrieval, \*Information Services, Information Storage, \*Sciences, Search Strategies  
Identifiers—INFIRS, Inverted File Information Retrieval System, UKCIS, United Kingdom Chemical Information Service

The Inverted File Information Retrieval System (INFIRS), is a document search system which offers a comprehensive range of search facilities. It has been developed at the United Kingdom Chemical Information Service (UKCIS) as a general purpose retrieval tool, suitable for handling a wide variety of data-bases (both free-text and controlled vocabulary) and giving both current awareness and retrospective search capabilities. The system is currently in use at UKCIS where six data-bases are routinely processed in batch mode, using an ICL 4-50 computer. The search facilities available in INFIRS are described. The philosophy adopted in the design of the system is discussed and the functions performed by each phase of INFIRS are explained in detail. (Author)

ED 108 860 SE 108 834  
Himaya, Makram I.

Identification of Possible Variables for Predicting Student Success in Physical Science Courses Designed for Non-Science Majors. Final Report.

Iowa Univ., Iowa City.

Spons Agency—National Center for Educational Research and Development (DHEW/OE), Washington, D.C.

Bureau No.—BR-2-G038

Pub Date Jan 73

Grant—OEG-7-72-0024(509)

Note—235p.; Ph.D. Thesis, University of Iowa

EDRS Price MF-\$0.76 HC-\$12.05 PLUS POSTAGE

Descriptors—\*Achievement, College Science, Doctoral Theses, Educational Research, \*Evaluation, Higher Education, \*Physical Sciences, \*Predictor Variables, Science Education, Scientific Attitudes, Student Characteristics

Relationships between student characteristics (academic as well as personal) and student changes were investigated. Student changes were measured by growth scores with the following four criterion measures: Test on Understanding Science; Watson-Glaser Critical Thinking Appraisal; A Scale to Measure Attitude Towards Any School Subject; and Student Perception of Teacher Style. The sample used in this study consisted of 471 undergraduates enrolled during the 1971-1972 academic year in the course called "Thought and Structure in Physical Science" at the University of Illinois. Twenty-six independent predictors were selected. High school and college backgrounds in science and mathematics as well as subscores on selected parts of ACT were included among the academic predictors. Dogmatism, flexibility, tolerance, responsibility, and intellectual efficiency were among the predictors identified as personal factors. The collected data were treated using analysis of variance, analysis of covariance, and multiple regression techniques. Among the findings were that consideration of the personal and instructor variables significantly increased the ability to predict student changes and that it was apparent that there were abilities which were significant in predicting student changes other than those measured by standard achievement and intelligence tests. (Author/MLH)

ED 108 861 SE 108 863  
Mays, Eileen

The Relationship of Moral and Cognitive Modes of Thought in Second and Fifth Grade Children.

Pub Date Mar 75

Note—14p.; Paper presented at the annual meeting of the National Association for Research in Science Teaching (48th, Los Angeles, California, March 1975)

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—\*Cognitive Development, Cognitive Measurement, Educational Research, \*Elementary Education, \*Elementary School Students, \*Learning Processes, \*Moral Development, Science Education, Values

Identifiers—Research Reports

The purpose of this study was to examine possible relationships between moral and cognitive development in second- and fifth-grade children. Sixty children were used in the study. Levels of cognitive development were evaluated using four learning tasks and moral development was assessed by presenting four conflicting situations to each subject for discussion purposes. Recorded personnel interviews were used for the purpose of evaluation. The outcome of this study

tended to confirm the position taken by others that cognitive development parallels or precedes moral development in the process of intellectual growth. The data indicated that children at a higher level of cognitive development were either at a correspondingly higher level or at a lower level of moral development. The levels of moral development were not shown to advance significantly over the levels of cognitive development. (Author/EB)

ED 108 862 SE 108 965

Chiappetta, Eugene L.

A Perspective on Formal Thought Development.

Pub Date Mar 75

Note—17p.; Paper presented at the annual meeting of the National Association for Research in Science Teaching (48th, Los Angeles, California, March 1975)

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—\*College Science, Curriculum Development, Deductive Methods, Higher Education, \*Instruction, \*Learning, Research Reviews (Publications), \*Science Education, Secondary Education, \*Secondary School Science, Teaching Methods, Thought Processes  
Identifiers—\*Piaget (Jean), Research Reports

The research of Jean Piaget and his Genevan co-workers might lead one to believe that all adolescents are formal thinkers by the time they are 15 or 16 years of age. The studies reviewed by the author on formal thinking in the United States seem to support the contention that the majority of late adolescents and adults function at the concrete operational level and not at the formal operational level. The data collected and the conclusions arrived at by the researchers indicate that over 50 percent of the American population at age 16 and older function at the concrete operational level, thus contradicting Piaget's findings resulting from research with Genevan subjects. The discrepancy here is probably due to the subjects studied by Piaget. He appears to have chosen the more able students in his studies on formal thought development, hence finding greater cognitive development than he possibly would have found had he studied a truly random sample. If the cognitive development of late adolescents and adults has been accurately inferred from the studies cited, then it appears that many of our high school and college science courses are inappropriate. Since a great deal of the subject matter taught in high school and college science courses is geared toward formal thinking, these courses are not suited for concrete operational thinkers who probably represent the majority of students. It seems that curriculum developers need to develop science programs that are more geared toward concrete operational thinking than are the existing programs. (Author/BR)

ED 108 863 SE 108 966

Simpson, Ronald D.

The Correlation of Selected Affective Behaviors with Cognitive Performance in a Biology Course for Elementary Teachers.

Pub Date Mar 75

Note—8p.; Paper presented at the annual meeting of the National Association for Research in Science Teaching (48th, Los Angeles, California, March 1975)

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—\*Academic Achievement, \*Affective Objectives, \*Biology, \*College Science, Educational Research, Evaluation, Higher Education, \*Instruction, Science Education, Student Attitudes

Identifiers—Research Reports

The purpose of this study was to calculate a correlation coefficient between criteria such as grades on various aspects of a biology course and affective behaviors. The sample consisted of 27 elementary education undergraduate students engaged in a biology course specifically designed to meet their needs. Inter-item correlation coefficients were calculated for all criteria, cognitive and noncognitive. The results indicate a high correlation between test grades and scores from a checklist of affective behaviors. Students' affective behavior scores also correlated comparatively high with achievement on laboratory and extraclass assignments. However, results indicate that a student's preference for biology did not correspond to any significant degree to his achievement in the course. (Author/BR)

ED 108 864 SE 018 972

Detrick, Graham W.  
A Study of the Structure of Piagetian Logical and  
Infralogical Grouping Within the Concrete  
Operational Period.

Pub Date Mar 75

Note—26p.; Paper presented at the annual meet-  
ing of the National Association for Research in  
Science Teaching (48th, Los Angeles, Califor-  
nia, March 1975)

EDRS Price MF-\$0.76 HC-\$1.95 PLUS POSTAGE

Descriptors—Classification, \*Cognitive Develop-  
ment, \*Concept Formation, Educational  
Research, \*Learning Processes, \*Learning  
Theories, Science Education, Scientific Con-  
cepts, Secondary Education, \*Secondary  
School Science, Thought Processes

Identifiers—\*Piaget (Jean), Research Reports

This study investigated a problem within the  
theoretical structure of cognitive development  
proposed by Jean Piaget, and used the concepts  
of classification and projective spatial relation-  
ships to investigate the nature of attainment and  
sequencing of three corresponding logical and in-  
fralogical groupings according to the models  
proposed by Piaget. Three classification and three  
logico-mathematically corresponding projective  
geometry (perspective) tasks were administered  
in a randomized order through individual inter-  
views to 108 children born during the years 1962,  
1963 and 1964. Subjects were chosen randomly  
to provide six equal groups of 18 according to  
birth year and sex. The oral presentations and  
responses were tape-recorded and transcribed.  
Silent responses were verbalized by the inter-  
viewer to facilitate transcription. Data were  
analyzed by using a test for scalability; a chi-  
square one-sample test was used to test for dif-  
ferences in performance (age level, sex, between  
each age level on the projective spatial relation-  
ship tasks). The results indicate that cognitive  
processes undergo continuous development with  
growing differentiation and coordination until the  
processes become completely functional when the  
concrete operational period merges with the  
beginnings of formal operational thought at  
possibly thirteen or fourteen years of age: two or  
three years later than the transitional period sug-  
gested by Piaget. The reason for the age dif-  
ference in performance on the upper level of the  
concrete operational tasks is not clear.  
(Author/BR)

ED 108 865 SE 019 001

In Search of Population Policy: Views from the  
Developing World.

National Academy of Sciences, Washington, D.C.  
Pub Date 74

Note—120p.; A Report on Five Regional  
Seminars Conducted in 1973. Small type used  
in tables

Available from—National Academy of Sciences,  
Printing and Publishing Office, 2101 Constitution  
Avenue, N.W., Washington, D.C. 20418  
(No. 02242, \$4.25)

EDRS Price MF-\$0.76 HC-\$5.70 PLUS POSTAGE

Descriptors—\*Developing Nations, \*Policy,  
\*Population Education, \*Population Growth,  
\*Population Trends, Seminars, Surveys

Identifiers—Africa, Asia, Central America

This report examines what people in the  
developing countries think about population pol-  
icy—a topic that is emerging as a subject of critical  
concern to governments of those countries. In  
1973, five seminars were held in different parts of  
the developing world. Each seminar was limited to  
20-25 participants selected from five to nine  
countries. The participants received a set of  
questions which focused on four topics concern-  
ing population: (1) Population Problems, (2)  
Population Policies or Responses and Their Ef-  
fects, (3) Policy Administration: Actors and Con-  
stituent Groups, and (4) Policy Options. The par-  
ticipants were asked to write a brief memorandum  
in response to the questions. The memorandum  
was to serve as a common point of departure  
for discussion and to prepare the participants  
to examine population policy in a broad context.  
All five seminars followed an agenda based on  
the questions. At the end of each seminar, par-  
ticipants were asked to complete an evaluation  
questionnaire. Most participants said that they  
gained a broader understanding of population  
policy. This book contains an introduction, the  
results of the five seminars: South Asia Seminar,

Middle East Seminar, Latin America-Common-  
wealth Caribbean Seminar, Africa Seminar, and  
Southeast Asia Seminar, a summary, and commit-  
tee reflections. (TK)

ED 108 866 SE 019 008

Rocchio, Richard Lee, Eve  
On Being a Master Planner - A Step by Step  
Guide. From a Nationwide Study of Environ-  
mental Education Planning.

Center for Research and Education, Denver,  
Colo.

Spons Agency—ERIC Information Analysis  
Center for Science, Mathematics, and Environ-  
mental Education, Columbus, Ohio.

Pub Date Dec 74

Note—165p.

Available from—Ohio State University, Center  
for Science and Mathematics Education, 244  
Arps Hall, Columbus, Ohio 43210 (\$3.50)

EDRS Price MF-\$0.76 HC-\$8.24 PLUS POSTAGE

Descriptors—\*Educational Planning, \*Educa-  
tional Programs, \*Environmental Education,  
Master Plans, Natural Resources, Program  
Descriptions, \*Program Planning, Science Edu-  
cation, State Departments of Education, \*State  
Programs

This guide demonstrates a new way of utilizing  
the planning process within a social movement  
context in view of developing a state master plan  
for environmental education. In addition the  
book serves as a guide to realistic planning, in-  
cluding models, definitions, and examples. The  
guide contains five parts: Part One - The  
background, Part Two - Pre-planning, Part Three  
- The planning process, Part Four - Making it  
Happen, and Part Five - State of the art. Part  
One traces the history and presents a short sum-  
mary of the status of state master planning for  
environmental education. A discussion of the En-  
vironmental Education Act and a list of environ-  
mental education actions by each state are in-  
cluded. Part Two directs the planner's attention  
to some issues that should be considered prior to  
any attempt to launch a planning effort in en-  
vironmental education. Part Three covers the  
"what" and "why" of a goal-referenced system of  
planning. The five chapters in this section cover  
the development of a planning model, assessment,  
goals and objectives, strategies for meeting goals,  
and evaluation procedures. Part Four is devoted  
to explaining step by step the procedure one  
might follow in undertaking an environmental  
education planning effort. Part Five contains a  
discussion of the present state of the art of en-  
vironmental education and some directions for  
the future including examples of implementation  
evidence. Six appendices are included. (TK)

ED 108 867 SE 019 024

O'Hearn, George T.  
Science Literacy and Alternative Futures.

Pub Date Mar 75

Note—27p.; Paper presented at the annual meet-  
ing of the National Association for Research in  
Science Teaching (48th, Los Angeles, Califor-  
nia, March 1975)

EDRS Price MF-\$0.76 HC-\$1.95 PLUS POSTAGE

Descriptors—\*Curriculum Development, \*Cur-  
riculum Evaluation, Decision Making, \*Futures  
(of Society), \*Science Education, Scientific  
Concepts, \*Scientific Literacy, Secondary Edu-  
cation, Secondary School Science, Student En-  
rollment

Identifiers—Research Reports

Presented is an operational definition of  
science literacy including knowledge of science,  
the processes of science, the nature of science  
and the social implications of science. Future-  
oriented supplemental teaching materials are  
proposed as the most viable alternative available  
for achieving literacy in science within the  
present school curriculum, with a minimum of in-  
vestment and with little or no retraining of  
present personnel. The proposal to use the future  
as an organizing principle is based on the rec-  
ognition that future-oriented rules and procedures  
are an indigenous part of science, and that future  
projections and plans are a crucial part of our  
current social structure. Reference to the educa-  
tional utility of future-oriented learning exercises  
is also made. Selected samples of future-oriented,  
teacher-based materials are included, along with  
several samples of student-run projects, also fu-  
ture-oriented. The benefits and costs are

described in terms of social utility, added benefit  
to the scientific community, and fundamental  
benefits to students. Finally, research questions  
are posed which focus on the assessment of  
science literacy, as defined, along with additional  
basic questions about students' ability to deal  
with future-oriented topics as a function of cog-  
nitive age, sex differences and cultural differences.  
(Author/BR)

ED 108 868 SE 019 026

Gabel, Dorothy Herron, J. Dudley  
The Effects of Pairing and Pacing on Learning  
Rate in ISCS Classrooms.

Pub Date Mar 75

Note—26p.; Paper presented at the annual meet-  
ing of the National Association for Research in  
Science Teaching (48th, Los Angeles, Califor-  
nia, March 1975)

EDRS Price MF-\$0.76 HC-\$1.95 PLUS POSTAGE

Descriptors—Educational Research, \*Independ-  
ent Study, \*Individualized Instruction, \*In-  
struction, Junior High Schools, \*Learning  
Processes, Science Course Improvement Pro-  
ject, Science Education, Secondary Education,  
\*Secondary School Science

Identifiers—\*Intermediate Science Curriculum  
Study, ISCS, Research Reports

Reported is a study of the effects of self-pacing  
versus deadlines and working with a partner ver-  
sus working alone on learning rate, retention, and  
attitude. Seventh grade Intermediate Science Cur-  
riculum Studies (ISCS) students of 12 teachers  
located in two different localities (city and county)  
participated in the study. Results showed that  
self-pacing produced higher learning rates and re-  
tention scores than did deadlines. This was par-  
ticularly true for low ability children. The effect  
of working with a partner was different when  
measuring learning rate and retention, and was  
different for county and city children. There ap-  
peared to be an advantage for low ability children  
who had deadline in working with partners. These  
children performed significantly higher on the re-  
tention test than did low ability children with  
deadlines who worked alone. (Author/EB)

ED 108 869 SE 019 027

Anderson, Charles Butts, David  
A Comparison of Individualized Vs Group In-  
struction in a Sixth Grade Electricity Unit.

Pub Date Mar 75

Note—20p.; Paper presented at the annual meet-  
ing of the National Association for Research in  
Science Teaching (48th, Los Angeles, Califor-  
nia, March 1975)

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—\*Educational Research, Electricity,  
Elementary Education, \*Elementary School  
Science, \*Group Instruction, Independent Study,  
\*Individualized Instruction, \*Instruction,  
Science Education

Identifiers—ESS, Research Reports

Reported is a study that was partly develop-  
mental and partly experimental. A series of  
worksheets were developed based on the Element-  
ary School Science (ESS) unit, Batteries and  
Bulbs, and were used to teach three classes of  
sixth grade students. Two other classes covered  
the same material using a lecture-discussion  
technique. Student gains were evaluated through  
a pretest and posttest and attitudes were evalu-  
ated using a semantic differential scale. The net  
results of the study seemed to show that the stu-  
dents reacted more strongly to the subject matter  
than to the style in which it was presented. No  
significant differences were found in either  
achievement or attitude. Most students indicated  
a preference for the discussion over the  
worksheet. The authors believe there is no reason  
that one method or the other should be chosen  
for exclusive use and, because sixth grade stu-  
dents can become bored with almost anything if  
they are forced to keep doing it for too long, it is  
useful to have two methods available which seem  
to work about equally well. (Author/EB)

ED 108 870 SE 019 030

Knight, Linda B.  
The Evaluation of an Early Experience in Science  
Teaching.

Pub Date Mar 75

Note—19p.; Paper presented at the annual meet-  
ing of the National Association for Research in  
Science Teaching (48th, Los Angeles, Califor-  
nia, March 1975)

**EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE**

**Descriptors**—Educational Research, Higher Education, Instruction, \*Preservice Education, \*Science Education, \*Teacher Attitudes, Teacher Behavior, \*Teacher Education, \*Teacher Improvement

**Identifiers**—Intermediate Science Curriculum Study, ISCS, Research Reports

The purpose of this study was to explore the results of an early field experience in the Secondary Science Teacher Preparation Program at Indiana University, Bloomington, where the field based program was located in classrooms using the ISCS program. Some of the questions explored were: Will early experience change the preservice teacher's commitment to science teaching and his attitude toward the teacher preparation program? Will it change the preservice teacher's view of the role and nature of science? Will it change their view of students or affect the preservice teacher's major concerns about his abilities and needs as a teacher and cause the teachers to express a need for a broader science background? The group used consisted of 31 students (primarily sophomores) who were pre- and posttested with the Nature of Science Scale, the Teaching Profession Questionnaire and the World Association Scale. The results indicated that this early experience did not significantly alter commitments to science teaching, but it did significantly change their attitudes toward their education and science coursework, as well as generate increased concern about junior high students and their reading problems. A significant change occurred in the preservice teacher's view of the nature of science away from the theoretical model and a trend toward the broader selection of background in the science fields was indicated. (Author/BR)

**ED 108 871 SE 019 032**

*Repicky, Paul A.*

**Systematic Observation as a Technique for the Assessment and Improvement of Student Teachers' Competencies.**

Pub Date Mar 75

Note—25p.; Paper presented at the annual meeting of the National Association for Research in Science Teaching (48th, Los Angeles, California, March 1975)

**EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE**

**Descriptors**—\*Autoinstructional Programs, \*Classroom Observation Techniques, \*Cooperating Teachers, Educational Research, Feedback, Higher Education, \*Preservice Education, Science Education, Student Teachers, \*Teacher Education, Teaching Techniques

**Identifiers**—Research Reports

Examined was the use of systematic observation techniques by cooperating teachers as a vehicle for improving the coordination of a secondary science teacher preparation program. This investigation involved 24 secondary science student teachers and their cooperating teachers. Self-instructional modules were used to instruct the cooperating teachers in the systematic collection and reporting of data. Each cooperating teacher collected data on one of the following teaching skills exhibited by his student teacher: preparation and use of lesson plans, preparation and use of performance objectives, and the intellectual levels of their classroom questions. In the treatment condition each student teacher was observed four times during the eight-week quarter. The data from each observation constituted the feedback. Using these data the student teachers evaluated their performance based on the model for teachers behavior. The feedback was effective in enhancing and maintaining the student teachers' level of performance on skills in lesson planning and using performance objectives. The effect of the feedback was differential and based on initial performance levels. Questioning skill was significantly affected. (Author/BR)

**ED 108 872 SE 019 034**

*Fowler, Thaddeus W.*

**An Investigation of the Teacher Behavior of Wait-Time During an Inquiry Science Lesson.**

Pub Date Mar 75

Note—40p.; Paper presented at the annual meeting of the National Association for Research in Science Teaching (48th, Los Angeles, California, March 1975)

**EDRS Price MF-\$0.76 HC-\$1.95 PLUS POSTAGE**

**Descriptors**—Educational Research, Elementary School Science, Elementary Secondary Education, Instruction, \*Interaction, Learning, \*Nonverbal Learning, \*Questioning Techniques, \*Science Education, Secondary School Science, \*Teacher Behavior

**Identifiers**—Research Reports, \*Wait Time

This study was designed to investigate the nonverbal teacher behavior of wait-time. Wait-time is the silence in a conversation following a teacher or student utterance. The primary purpose of the investigation was to document some of the behavioral and cognitive effects of wait-time and to delineate the interrelationships between the various forms of wait-time. The secondary purpose of the investigation was to study the expected inverse relationship between teacher scores on the Pupil Control Ideology Form and duration of natural teacher reaction Wait-Time. Fifty-one preservice teachers were used in this study; 31 were trained to use Teacher Reaction Wait-Times of about 0.5 seconds and 2.0 seconds with inner city elementary school children, while 20 teachers instructing junior high students were randomly assigned to use the shorter or longer wait-times while using an inquiry science lesson. The results indicate that teachers can be taught a technique whereby they can increase the amount of student-to-student interactions in small groups during science inquiry and can bring about an increase in the frequency with which students spontaneously make verbal contributions to the group. More robust science inquiry can be facilitated with the increased use of time-wait. (Author/BR)

**ED 108 873 SE 019 038**

*Bickel, David Markell, Clark*

**Western North Dakota High School Senior Profiles.**

Minot State Coll., N. Dak.

Pub Date 30 Jun 74

Note—50p.; Supporting Document, Northern Great Plains Resources Program, Socio-Economic and Cultural Aspects Work Group-F. Marginal legibility throughout appendices due to small print and faint copy. Available from—ERIC/SMEAC, The Ohio State University, 400 Lincoln Tower, Columbus, Ohio 43210 (on loan)

**Document Not Available from EDRS**

**Descriptors**—Attitudes, \*Careers, Demography, \*Environment, \*Natural Resources, Research, Science Education, Secondary Education, \*Student Attitudes, \*Surveys

**Identifiers**—\*Coal Mining, North Dakota

The objectives of this study were (1) to assess the attitudes of high school seniors in North Dakota toward isolationism and toward lignite coal development, and (2) to determine the future occupational and educational plans of high school seniors in the sampled area. A survey instrument was sent early in 1974 to all high school seniors in a 28-county region of western North Dakota. Two samples were drawn: (1) a representative sample of 572 seniors from the 28-county region and (2) a sample of at least 25 randomly selected students from each county. The students responded to questions or statements such as: "Many new jobs will be created for the people in the state of North Dakota (from the development of lignite coal).""After a region is mined for coal, hunting and fishing will be ruined." "The state and local strip mining reclamation laws presently in effect in North Dakota are strict enough." Several conclusions and recommendations were drawn, including: (1) most high school seniors and their families have no first-hand involvement with coal mining operations; (2) over two-thirds of the seniors indicated plans for some post-secondary-school training; (3) most felt that two years or less of post-secondary training was sufficient. This study also includes four appendices and numerous figures and graphs. (TK)

**ED 108 874 SE 019 041**

*Hendren, Travis E. Bryant, C. Douglas*

**Suggestions and Procedures for Developing Teaching-Learning Stations. Revised.**

North Carolina State Dept. of Public Instruction,

Raleigh.

Pub Date Jul 74

Note—68p.; Listed as Appendix F of SE 019 043; For related documents see, SE 019 042 and 043

**EDRS Price MF-\$0.76 HC-\$3.32 PLUS POSTAGE**

**Descriptors**—Conservation Education, \*Educational Programs, Elementary Secondary Education, Environment, \*Environmental Education, \*Field Instruction, \*Instructional Materials, Natural Resources, \*Outdoor Education, Program Planning, Recreation, Sciences, Teaching Guides

**Identifiers**—Learning Stations, Teaching Stations

This booklet is a collection of outlines for various teaching-learning stations which were developed by 21 teachers during a three-week institute held in 1972 at Barnardville, North Carolina. The purposes for such stations, which can be developed inexpensively by students and teachers on school property, are: (1) to create outdoor and environmental awareness, (2) to create outdoor recreation and environmental sensitivity, (3) to provide occupational exploration, and (4) to provide occupational training. Twenty-nine stations are included in the booklet. Each station outline includes: (1) title of the teaching-learning station; (2) description of the station; (3) rationale; (4) requirements for land, equipment, facilities, and time for development; (5) resources; and (6) Future Farmer of America and Supervised Occupational Experience uses. Stations such as a nature trail, soil profile, weather station, fish pond, and plant and insect display are included. Completing the booklet are various lists, including lists of related books, magazines and booklets, slide sources, film sources, and resource agencies. (TK)

**ED 108 875 SE 019 042**

*Hendren, Travis E. Lenk, Alan*

**Suggestions and Procedures in Developing Nature Trails. Revised.**

North Carolina State Dept. of Public Instruction,

Raleigh.

Pub Date Sep 74

Note—34p.; Listed as Appendix E of SE 019 043; For related documents see, SE 019 041 and 043

**EDRS Price MF-\$0.76 HC-\$1.95 PLUS POSTAGE**

**Descriptors**—Art, Conservation Education, \*Educational Programs, Elementary Secondary Education, Environment, \*Field Instruction, Instructional Materials, \*Interdisciplinary Approach, Language Arts, Natural Resources, Outdoor Education, Sciences, Social Studies, \*Teaching Guides, \*Trails

**Identifiers**—\*North Carolina

Though public nature trails have been in use since the late 1800's, their use on school grounds for educational purposes is a relatively new concept. The nature trail is an important tool for teaching environmental awareness and appreciation. It provides experiences for observing nature firsthand with all senses employed. It is a resource that is available to the entire school and is applicable to all curriculum areas. The purpose of this booklet is to provide information for teachers, administrators and students on how they may plan and develop a nature trail at their school. Locating the trail, trail construction, trail interpretation, and maintenance are covered in section 1. Section 2 focuses on art, science-math, language arts, and social studies activities which could evolve from classroom use of the nature trail. Section 3 provides ideas and examples of trail topics such as a marsh trail, historical trail, wood trail, and geology trail. Examples of outdoor demonstrations and charts are also included in this section. Section 4 is a list of environmental education sources and aids including associations, books, magazines, films, and resource people. The booklet concludes with a list of outstanding nature trails located in North Carolina. (Author/TK)

**ED 108 876 SE 019 043**

*Hendren, Travis E. And Others*

**Outdoor Recreation and Applied Ecology. Revised.**

North Carolina State Dept. of Public Instruction,

Raleigh.

Pub Date Oct 74

Note—297p.; See SE 019 041 and 042 for a separate listing of Appendix E and F

**EDRS Price MF-\$0.76 HC-\$14.59 PLUS POSTAGE**

**Descriptors**—\*Career Choice, \*Career Education, Conservation Education, Curriculum Guides, Environmental Education, \*Instructional Materials, Natural Resources, Outdoor Education, Recreation, Science Education, Secondary Education, \*Teaching Guides, Wildlife Management



This curriculum guide offers guidelines for structuring a course which exposes the students to various environmental careers. The guide is divided into three sections. The first section offers information about such a course: course description, purpose, credits, special or unique aspects, physical facilities, equipment, major materials, teacher certification, and evaluation. Section two includes 26 teaching units such as ecological systems, construction for outdoor recreation, camp management operation, and air in the environment. Each unit contains a work sheet with unit title, unit objectives, teaching sequence, unit length, prerequisites, evaluation, instruction materials, and general comments. The unit guidelines include the title of the unit, teaching objectives, content, suggested teaching-learning experiences, suggested evaluation methods, and suggested resource materials. The third section contains six appendices: Sources of Additional Reference Materials, Regional Listing of Natural and Man-Made Environmental Locations in North Carolina, Films and Visual Materials, Environmental Yearbooks, Suggestions and Procedures in Developing Nature Trails, and Suggestions and Procedures for Developing Teaching-Learning Stations. (TK)

**ED 108 877** SE 019 044

Pratt, Arden L., Ed.

**Selected Environmental Education Programs in North American Higher Education.**

National Association for Environmental Education, Miami, Fla.

Pub Date Jul 74

Note—142p.

Available from—National Association for Environmental Education, 5940 S. W. 73 Street, Miami, Florida 33143 (no price quoted)

**EDRS Price MF-\$0.76 HC-\$6.97 PLUS**

**POSTAGE**

Descriptors—Colleges, College Science, Conservation Education, \*Educational Programs, \*Environmental Education, \*Higher Education, Natural Resources, \*Post Secondary Education, \*Program Descriptions, Science Education, Universities

This monograph presents information about environmental programs in 13 institutions of higher education in the United States and Canada. The programs presented range in size from modest to total institution-wide commitments. They vary from doctoral programs to associate degrees. The programs were selected as representative of successful environmental education approaches. Each of the 13 papers presented in the monograph follows a similar format. Beginning with a statement of purpose, or definition, each paper then focuses on the types of environmental programs, courses, and degrees offered at the institution. The institutions included in this monograph are: University of Michigan; University of California, Irvine; Charles County Community College, La Plata, Maryland; Florida State University; University of Waterloo, Canada; Michigan State University; Miami-Dade Community College; Western Washington State College; Indiana University; The University of Vermont; Columbia University; The University of Wisconsin, Green Bay; and The University of California, Berkeley. (TK)

**ED 108 878** SE 019 048

Mehne, Paul R.

**An Analysis Technique for the Educement of Affective Change in Urban Secondary Students as a Consequent of Viewing Environmental Spot Announcements.**

Pub Date 73

Note—63p.

**EDRS Price MF-\$0.76 HC-\$3.32 PLUS**

**POSTAGE**

Descriptors—Attitudes, Changing Attitudes, Conservation Education, \*Environment, Environmental Education, Instruction, Natural Resources, \*Program Descriptions, \*Research Methodology, Science Education, Secondary Education, \*Student Attitudes, \*Television Identifiers—Research Reports

The purpose of this paper is to provide a comprehensive, empirical procedure to measure attitude change which is induced by exposure to environmental spot announcements. The paper contains eight sections, a bibliography, and five appendices. Section one deals with the definition of attitudes and environmental attitudes. Section two presents a justification for the use of television spot announcements. Section three explains

the two populations who provided experimental samples: (1) seventh- and eighth-grade students and (2) eleventh- and twelfth-grade students. The production of spot announcements and consideration of the use policies of stations are considered in section four. Section five reviews the selection of the evaluation instrument which satisfies six criteria: objectivity, relevancy, validity, sensitivity, comparability, and utility. Section six considers the semantic differential, a combination of associational and scaling procedures for measuring attitudinal shifts. Section seven focuses on the experimental design. A discussion of semantic differential data is included in the last section. (Author/TK)

**ED 108 879** SE 019 049

Mehne, Paul R. Goulard, Cary J.

**Environmental Attitudes Semantic Differential.**

Report No.—AMS-G1/B-MOD-1M

Pub Date 73

Note—15p.

**EDRS Price MF-\$0.76 HC-\$1.58 PLUS**

**POSTAGE**

Descriptors—\*Attitudes, Conservation Education, \*Environment, Environmental Education, \*Environmental Influences, \*Evaluation, \*Measurement Instruments, Natural Resources, Questionnaires, Science Education Identifiers—Environmental Attitudes

This booklet is an evaluation instrument which utilizes semantic differential data to assess environmental attitudes. Twelve concepts are included: regulated access to beaches, urban planning, dune vegetation, wetlands, future cities, reclaiming wetlands for building development, city parks, commercial development of beaches, existing cities, planned management of wetlands, planned use of coastal zone, and unprotected beaches. Each of the concepts is rated on a seven point scale, the middle point being neutral. The scales consist of two words such as strong and weak, with seven spaces between them. The participant is asked to mark an "x" according to how he feels the concept at the top of the page relates to the scale. The ten scales used to rate the concepts are: complex - simple, unimportant - important, strong - weak, dirty - clean hard - soft, active - passive, beautiful - ugly, pleasant - unpleasant, bad - good, and Stable - changeable. (Author/TK)

**ED 108 880** SE 019 050

McParland, Edward J.

**Measuring and Developing Methods of Attitude and Motivational Change in Implementing the Big Blue River Basin Water Plan.**

Doane Coll., Crete, Nebr.

Pub Date 73

Note—205p.

**EDRS Price MF-\$0.76 HC-\$10.78 PLUS**

**POSTAGE**

Descriptors—\*Attitudes, \*Communications, \*Environment, Environmental Criteria, Environmental Education, Environmental Influences, \*Information Dissemination, Natural Resources, Research, Science Education, \*Surveys, Water Resources

Identifiers—\*Nebraska

The northern portion of the Big Blue River Basin is located in southeastern Nebraska, ranking among the best farm land in the state. Despite its excellent resources for agriculture, the basin suffers from a number of problems related to water and agriculture, such as: (1) precipitation varies during the growing season, stimulating the demand to irrigate; (2) only 40 percent of the land has been treated by proper farming methods; and (3) the basin lacks water recreation areas. This study focuses on these problems. Four separate study areas within the basin identified. A random sample of respondents was drawn from each survey area. This population responded to a questionnaire of 23 to 24 Likert-type attitude statements and a page of demographic questions. Following the surveys, programs to test methods of communication were commenced in each of the four survey regions. After the communication projects, another random sample was drawn from each area to test net attitude change. A number of conclusions were drawn from this survey, including: (1) attitudes surveyed tended to be generally favorable and (2) an average of 35 percent of re-interview respondents per statement changed their attitude between surveys. Appendices are included. (TK)

**ED 108 881**

Grantham, J. O.

**Project Report on Utilizing Extension Service in Land-Grant Universities as a Technology Transfer System for Environmental Affairs.**

Oklahoma State Univ., Stillwater.

Spons Agency—National Science Foundation, Washington, D.C.

Pub Date 31 Jan 74

Note—99p.; Revised Edition. Occasional marginal legibility in appendices. NSF Grant GT-39426

**EDRS Price MF-\$0.76 HC-\$4.43 PLUS**

**POSTAGE**

Descriptors—Energy, \*Environment, Extension Agents, Extension Education, \*Information Dissemination, Pilot Projects, Public Health, \*Research, \*Surveys, \*Technology, Transportation

Identifiers—\*Oklahoma, Societal Needs

Concern has been growing at the national level regarding the large sums which have been spent on research and development and the corresponding inability of the resulting technology at the local level to solve problems involving the environment, transportation, energy crisis, and public health. The following report describes the investigation undertaken by Oklahoma State University (LSU) to survey and determine what extent the Oklahoma Cooperative Extension service might be utilized to help alleviate the problems. The investigation focused on three primary objectives: (1) identification of felt problems in Oklahoma, (2) identification of obstacles to the solutions, and (3) assessment of county and community decision making processes to determine which environmental transfer methods might be most effective. From this information the OSU team designed a pilot program for an Environmental Extension Service through the Oklahoma Cooperative Extension. Several recommendations arose from this investigation, such as: (1) federal agencies should support Environmental Extension Programs; (2) the Oklahoma Cooperative Extension should be involved in a pilot program; and (3) both federal and state agencies should support such a project with funds. (TK)

**ED 108 882** SE 019 053

Champlin, Robert L. And Others

**Introduction to Monitoring and Surveillance of the Environment.**

Wyoming Univ., Laramie. Dept. of Civil and Architectural Engineering.

Spons Agency—Environmental Protection Agency, Washington, D. C.

Pub Date [75]

Note—359p.; Occasional small print used in charts. Grant number T 900 142-02-1

**EDRS Price MF-\$0.76 HC-\$18.40 PLUS**

**POSTAGE**

Descriptors—\*Air Pollution Control, \*Environment, \*Instructional Materials, Instrumentation, Measurement, Pesticides, \*Pollution, Research, Scientific Research, Teaching Guides, \*Water Pollution Control

This text on monitoring and surveillance is intended for the undergraduate college student and the professional technician. The materials contained within the book are presented from both a practical and philosophical standpoint. The "reason for" and the "how to" are examined within each section, including problems at the end of each chapter which require work in the field, either in making actual measurements or in working with the professionals who make measurements. The text includes four sections. Section I, General Considerations, looks at pollution, monitoring and surveillance systems, sampling, data analysis and presentation, and fundamentals of electricity, electronics, and instrumentation. Section II, The Water Environment, examines properties of the water environment, legal and administrative requirements, parameter significance and variation, monitoring, robot surveillance networks, and available water data. Section III, The Air Environment, covers meteorology, parameters of the air environment, variations in time and space, monitoring techniques, and surveillance networks. The final section, Pesticides, looks at the occurrence and detection of organic pesticides in the environment. A listing of literature cited completes the text. (TK)

ED 108 883

SE 019 054

Less is More, Teacher's Guide. The Environment and Society. Adult Basic Education.

New York State Education Dept., Albany. Bureau of Continuing Education Curriculum Development.

Pub Date 75

Note—55p.; a related document is ED 092 675

EDRS Price MF-\$0.76 HC-\$3.32 PLUS POSTAGE

Descriptors—Adult Basic Education, Audiovisual Aids, Audiovisual Instruction, Conservation Education, \*Consumer Education, Economics, \*Environmental Education, Filmstrips, \*Home Economics, \*Instructional Materials, Natural Resources, \*Teaching Guides

This manual is designed to provide instruction in adult basic education with discussion and activity materials which show some of the relationships of environment and consumer economics in today's society. The three units included in the guide (Money Management; Food and Clothing Purchases; The Consumer, the Environment, and the Auto) attempt to demonstrate the impact of the environment upon people and the people's impact upon the environment. Each unit features an illustrated activity which is designed for students at the beginning reading level. Other activities and worksheets are appropriate for students at the intermediate level and above. The first unit, Money Management, deals with personal finances in a manner suggesting that they are resources to be managed and utilized fully and wisely. The second unit, Food and Clothing Purchases, presents some specific suggestions and guidelines with regard to making sound choices when using one's personal resources to purchase food and clothing. The third unit, The Consumer, the Environment, and the Auto, uses the automobile for demonstrating enlightened environmental consumerism. Also included in the manual is a filmstrip guide for the filmstrip entitled "Less is More." This section provides hints for using the filmstrip, the text of the script and accompanying photos, and suggested questions for discussion. (TK)

ED 108 884

SE 019 055

A Better Way to Live, A Filmstrip Manual for Environmental Education.

New York State Education Dept., Albany. Bureau of Continuing Education Curriculum Development.

Pub Date 73

Note—29p.

EDRS Price MF-\$0.76 HC-\$1.95 PLUS POSTAGE

Descriptors—Audiovisual Aids, Audiovisual Instruction, \*Conservation Education, \*Environmental Education, \*Filmstrips, Instructional Materials, \*Natural Resources, Science Education, Social Studies, \*Teaching Guides

Identifiers—Societal Needs

This filmstrip manual is provided as a guide to the filmstrip "A Better Way to Live." It is intended to suggest ways to use the filmstrip to greatest advantage. There are general comments about using this filmstrip or any filmstrip, questions for class discussion, and the complete script and description of the action of the filmstrip. The manual contains five sections. The first section, Introduction, is a discussion of the philosophy of American life which causes citizens to question: "Is there a better way of life?" The second section discusses such points as planning, preparing equipment, orienting the class, evaluating, and follow-up. The third section examines the use of specific areas of interest covered in the filmstrip and includes procedures, examples, and suggestions. The fourth section presents discussion questions which could be used during the filmstrip. The final section is a narrative of the filmstrip accompanied by photos of the slides. A preface and foreword are also included. (TK)

ED 108 885

SE 019 057

The Role of Ecology in the Federal Government. Report of the Committee on Ecological Research.

Council on Environmental Quality, Washington, D.C.; Federal Council for Science and Technology, Washington, D.C.

Report No.—NSF-75-401

Pub Date Dec 74

Note—88p.; small type used in tables

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington,

D.C. 20402 (Stock Number 038-000-00202, \$1.50)

EDRS Price MF-\$0.76 HC-\$4.43 PLUS POSTAGE

Descriptors—Biological Sciences, \*Ecology, \*Environment, Federal Government, \*Federal Programs, \*Natural Resources, \*Needs, Policy, \*Research, Surveys

This report was designed as an initial attempt to address the role of the federal government in ecological research and application of this research. The Ad Hoc Committee on Ecological Research, appointed for this study, provided advice and guidance in the following five areas: (1) identification of national needs for ecological knowledge and capability; (2) assessment of our present ecological knowledge and capabilities and the current status of our efforts to meet these needs; (3) development of recommendations for short- and long-term national programs of ecological knowledge and capabilities basic to achieving our national goals; (4) coordinating interagency ecological research activities; and (5) strengthening the ecological basis for regulatory action for land, air, water, and renewable resource management, and for land use decisions. The report falls into three major sections. The first part of the report contains the six principal findings on national needs for improving ecological understanding and its application, and the 12 recommendations of the Ad Hoc Committee which emerged. The second part is a discussion of basic concepts in ecology and a brief highlighting of human progress and problems in relationship to ecosystems and resources. Finally, there is a categorization of present federal agency involvement in ecological research. (TK)

ED 108 886

SE 019 060

The World of Endangered Wildlife. [Filmstrip, Cassette Tape Narration, Teacher's Guide, Two Copies of National Wildlife Magazine's Special Issue on Endangered Species, State-by-State List of Endangered Animals, and Wildlife Notes.]

National Wildlife Federation, Washington, D.C.

Pub Date 75

Note—176p.; Plus cassette tape and filmstrip

Available from—The National Wildlife Federation, 1412 16th Street, N.W., Washington, D.C. 20036 (\$22.50)

Document Not Available from EDRS

Descriptors—Audiovisual Aids, Audiovisual Instruction, Conservation Education, Ecology, Environmental Education, \*Filmstrips, \*Instructional Materials, \*Natural Resources, Outdoor Education, Science Education, \*Teaching Guides, \*Wildlife Management

Identifiers—Endangered Species

The gradual disappearance of many species of wildlife, too often a prelude to extinction, is a problem of large proportions and increasing urgency. This filmstrip kit is designed to help students and teachers to understand the more serious threats to endangered species, what is being done about them, and how the individual can help. The kit contains a filmstrip entitled "The World of Endangered Wildlife" and an accompanying cassette tape. The teacher's guide, included in the kit, provides the filmstrip narration and photos of the filmstrip frames. Also included in the guide is a section of discussion questions and activities which correlate with the filmstrip. Topics in this section include: The Biggest Animal Ever, History and Extinction, and Seeing Endangered Wildlife. The kit also contains a list of endangered species by state; wildlife notes on the California condor, the American peregrine falcon, the Florida manatee, the Black footed ferret, and the Devil's Hole pupfish; and two specially bound copies of the April-May 1974 issue of "National Wildlife" on Endangered Species. (TK)

ED 108 887

SE 019 062

The Engineer's Salary Evaluation Kit 1974.

Engineers Joint Council, New York, N.Y. Engineering Manpower Commission.

Report No.—PUB-308-74

Pub Date Nov 74

Note—25p.

Available from—Engineers Joint Council, Engineering Manpower Commission, 345 East 47th Street, New York, New York 10017 (\$5.00)

Document Not Available from EDRS

Descriptors—Engineering, \*Engineers, \*Guidelines, \*Manpower Utilization, Profes-

sional Occupations, \*Professional Personnel, Salaries, \*Salary Differentials

This kit contains materials and instructions for evaluating the engineer's salary in terms of the Commission's "Guidelines to Professional Employment for Engineers and Scientists" which states that an engineer should receive a salary in keeping with his professional contribution and commensurate with the salaries of other employees, both professional and nonprofessional. (EB)

ED 108 888

SE 019 065

Alexander, Donald K. And Others

Measures of Teacher Attitude Toward the Open Classroom.

Pub Date Mar 75

Note—18p.; Paper presented at the annual meeting of the National Science Teachers Association (23rd, Los Angeles, California, March 1975)

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—Attitudes, \*Educational Research, Higher Education, \*Open Education, Open Plan Schools, \*Teacher Attitudes, \*Teacher Education, Teacher Workshops

Identifiers—Research Reports

The studies reported in this paper represent an effort to assess the attitudes of inservice and preservice teachers toward the open classroom. Three instruments are described which were used as pretest and posttest measures of attitudes of participants in a one-week Open Education Workshop. The instruments are: (1) a Likert-type attitude scale with 52 items dealing with formal/informal and teacher-centered/child-centered attitudes; (2) an adaptation of the Rokeach Value Survey, which calls for a ranking of 18 terms representing values; and (3) a semantic-differential task, which requires 10 responses to each of 12 items. Data presented clearly support the conclusion that it is possible to change the attitudes in a positive direction, during a one-week workshop, as measured by the AOA Attitude Scale. Pre- to posttest changes seemed to be reasonably stable. The last instrument indicated short-term changes in the perceptions of the participants toward open education but long-term effects were shown to be less consistent. (Author/EB)

ED 108 889

SE 019 066

Smith, Duane R. And Others

Elementary School Teachers' Attitudes Toward Learning Centers in Open Classrooms.

Pub Date Mar 75

Note—20p.; Paper presented at the annual meeting of the National Science Teachers Association (24rd, Los Angeles, California, March 1975)

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—Educational Research, Elementary Education, \*Elementary School Teachers, Open Education, \*Open Plan Schools, Science Education, Summer Institutes, \*Teacher Attitudes, Teacher Education, \*Teacher Workshops

Identifiers—Research Reports

Reported is a research project conducted to train teachers in methods of open education for future implementation in their classrooms. The format of the program allowed participants to experience an open classroom in action by actually living the experience. Prior to participation in the workshop, the participants were asked to read five books to acquire some background in open education. The 48-hour workshop was attended by over 150 teachers. Four research instruments were administered as a pretest situation and of these three were re-administered at the end of the workshop. Six months later all four instruments were mailed to each participant for completion and return. A 35 percent return was received. A description of one instrument, "Sketch Your Classroom," is presented. Data presented in this paper represent only those 46 participants who completed both the Attitude Inventory and "Sketch Your Classroom" instruments in June and November 1974. Thought evidence of positive attitudinal changes were noted, it was concluded that a one-week workshop cannot serve to achieve significant gains. (Author/EB)

# 164 Document Resumes

ED 108 890 SE 019 068

Brown, Robert T., Ed. Clark, Barbara G., Ed.  
Horse Manure and Other Fun Projects. Field Studies and Laboratory Experiences in Environmental Biology - A Book of Experimental Ideas for Secondary School Biology Teachers.

Spons Agency—National Science Foundation, Washington, D.C.

Pub Date 71

Note—140p.; The product of a conference held on Isle Royale National Park, June 1971. Best copy available; occasional marginal legibility

EDRS Price MF-\$0.76 HC-\$6.97 PLUS

## POSTAGE

Descriptors—\*Biological Sciences, Biology, Conservation Education, \*Environmental Education, \*Instructional Materials, Interdisciplinary Approach, Natural Resources, Outdoor Education, \*Science Education, Secondary Education, \*Teaching Guides

This guide contains a collection of laboratory and field inquiries designed to promote ecological awareness, sensitivity, and understanding. The activities compiled by 28 teachers are for use in teaching biology at the secondary level. They are presented in a "recipe" form to make it possible for teachers without prior experience or training to use the activities with ease and confidence. The experiments are generally open-ended, leaving the teacher and students with extensions for further activities. Nine chapters are included in the guide: Planning Outdoor Field Experiences; Field Studies, Physical Factors; Field Studies, Plants; Field Studies, Animals; Field Studies, Succession; Field Studies, Water Organisms; Laboratory Studies; Human Ecology, Pollution, and Population; and Permanent Outdoor Facilities Development and Use. Each chapter contains a number of activities. The activities contain, when appropriate: the purpose, procedures, materials, observations, suggestions and discussion topics, and conclusions. A reference section including books, programs, and resource people completes the guide. (TK)

ED 108 891 SE 019 069

Energy Activities and Resources for the Secondary Student.

Kingsport City Schools, Tenn.

Pub Date 75

Note—74p.

EDRS Price MF-\$0.76 HC-\$3.32 PLUS

## POSTAGE

Descriptors—\*Energy, \*Energy Conservation, Environmental Education, \*Instructional Materials, \*Natural Resources, Science Education, Secondary School Students, \*Teaching Guides

The materials in this guide provide secondary level students (7-12 grade) the opportunity to become aware, knowledgeable, and motivated to find possible solutions to our urgent and complex energy related problems. Five interdisciplinary units are presented in the guide: Uses of Energy, Present and Future Sources of Energy, Conservation of Energy, Environmental Impact of Energy Related Activities, and Energy: Limits-Resource-Finitude. These units are flexible and are to be used by the secondary teacher subject to her/his plans and schedules. Each unit contains an overview, objectives, and suggested activities. The activities include such processes and skills as mathematical estimates, discussion, comparisons, creative writing, and inquiry and discovery activities. Also included in the guide are additional activities, appendices, energy related resources, and energy related terms. (TK)

ED 108 892 SE 019 072

Culhane, Paul J.

The Lake Michigan Federation: Evaluation of an Environmental Interest Group.

Northwestern Univ., Evanston, Ill. Center for Urban Affairs.

Pub Date Nov 74

Note—167p.; Occasional marginal legibility

EDRS Price MF-\$0.76 HC-\$8.24 PLUS

## POSTAGE

Descriptors—\*Environment, Environmental Education, Natural Resources, \*Organizational Effectiveness, \*Organizations (Groups), \*Program Descriptions, \*Program Evaluation, Water Resources

Identifiers—\*Lake Michigan Federation

Since Earth Day 1970, the number of environmental groups has approximately doubled and the movement articulates a much broader and com-

prehensive philosophy than earlier conservation or preservation movements. The Lake Michigan Federation, one of the new environmental groups developed from the Open Lands Project, was publicly proclaimed in September 1970. The official goal of the federation is to "save the lake." This study is an evaluation of the Lake Michigan Federation and was undertaken: (1) to provide the federation with means of examining its performance, (2) to monitor the use of grant monies, and (3) to provide useful information for other environmental groups. The study contains six chapters: History and Organization of the Lake Michigan Federation, Lake Michigan Federation Operation, Political Effectiveness, Public Information and Membership Evaluation, Lake Michigan Federation Leadership, and Conclusion. The conclusions of the study include: (1) the group functions effectively as a political interest group, (2) federation leadership is very centralized and dependent on the work of the organization's Executive Secretary, and (3) the federation can be used as a model for other groups. Appendices are also included. (TK)

ED 108 893 SE 019 075

Lesh, Richard, Ed.

Cognitive Psychology and the Mathematics Laboratory. Papers from a Symposium.

ERIC Information Analysis Center for Science, Mathematics, and Environmental Education, Columbus, Ohio.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date 74

Note—149p.; occasional small print

Available from—Ohio State University, Center for Science and Mathematics Education, 244 Arps Hall, Columbus, Ohio 43210 (\$2.75)

EDRS Price MF-\$0.76 HC-\$6.97 PLUS

## POSTAGE

Descriptors—Activity Learning, \*Cognitive Development, Conference Reports, Elementary School Mathematics, Elementary Secondary Education, Laboratories, Learning, \*Mathematical Applications, Mathematical Concepts, \*Mathematics Education, \*Psychological Studies, \*Research

Identifiers—Northwestern University, Piaget (Jean)

This volume records the papers presented at a Northwestern University symposium concerning the articulation of cognitive psychology with mathematics education. Piagetian theories are described and extended to classroom applications in several of the papers; other psychological theories such as information processing are also discussed. All of the papers are concerned with students' learning mathematics in an active environment. Charles Smock's paper addresses the ways in which students organize mathematical ideas. Related to this question is Max Bell's paper on the role of applications in learning mathematics; Professor Bell explores the question of whether concepts must precede applications, or, conversely, application is a necessary part of the learning of concepts. Zoltan Dienes' discussion of finite geometries and Robert Davis' consideration of computer-assisted mathematics laboratories carry this theme further. The extension of Piaget's research to concepts ordinarily taught in the mathematics classroom, and to the development of children between the stages of concrete and formal operations is discussed by Leslie Steffe. The related issue of using Piagetian tasks in educational diagnosis is also discussed by Davis. An overview of psychological research as related to mathematics education, especially in the area of problem solving, is provided in Harry Beilin's paper. (SD)

ED 108 894 SE 019 076

Alvir, Howard P.

Dominoes as a Practical Simulation Game That Parents Can Use to Teach Their Children Addition.

Pub Date 14 Apr 75

Note—7p.

EDRS Price MF-\$0.76 HC-\$1.58 PLUS

## POSTAGE

Descriptors—Addition, Games, \*Instructional Materials, \*Learning Activities, \*Mathematics Education, Number Concepts, \*Parent Education, Post Secondary Education

The author describes a method by which parents can help their children learn basic addition facts by playing dominoes. (SD)

ED 108 895 SE 019 077

Schoen, Harold L.

Evaluation of the Individualized Approach to Mathematics Instruction at City High School. Final Report.

Iowa Univ., Iowa City.

Pub Date Apr 75

Note—15p.

EDRS Price MF-\$0.76 HC-\$1.58 PLUS

## POSTAGE

Descriptors—\*Achievement, Effective Teaching, \*Evaluation, \*Individualized Instruction, Instruction, Mathematics Education, \*Research, Secondary Education, \*Secondary School Mathematics, Teaching Methods

Identifiers—\*Aptitude Treatment Interaction, Research Reports

This study was undertaken to investigate the relative effectiveness of two instructional options offered at City High School, Iowa City. Students enrolled in algebra and geometry courses at this school may elect to participate in a self-paced Program using learning packets, pretests and posttests developed by the faculty, or to be taught by traditional classroom methods. For all students completing these courses in 1974 or 1975, the following data were obtained from school records: grades for ninth-grade algebra (taught by traditional methods in junior high schools), high school algebra and geometry grades, ACT Mathematics score, Iowa Tests of Educational Development (ITED) - Quantitative score. These scores were submitted to several analyses of variance and covariance in order to test possible relationships among the variables. No significant difference on ACT scores was found for the two instructional methods when scores were adjusted for initial ability as measured by ITED or grade in ninth-grade algebra. However, it was observed that high-ability students were more likely to select the self-paced program, and to take more mathematics. The author notes several other relationships, but states that conclusive evaluation can not be achieved without further research. (SD)

ED 108 896 SE 019 078

Johnson, Paul B.

From Sticks and Stones, Personal Adventures in Mathematics.

Pub Date 75

Note—552p.

Available from—Science Research Associates, Inc., 259 East Erie Street, Chicago, Illinois 60611

Document Not Available from EDRS

Descriptors—Elementary School Mathematics, \*Elementary School Teachers, Higher Education, Learning Activities, Mathematics, \*Mathematics Education, \*Number Concepts, Number Systems, Problem Solving, \*Teacher Education, \*Textbooks

The title of this mathematics text for preservice elementary teachers is intended to suggest the book's theme of mathematics as an abstraction from human experience with sticks (lines, segments), stones (sets, counting) and other objects. An introductory chapter which describes the objectives of the author and discusses learning and attitudes toward mathematics is followed by discursive chapters devoted to the uses of numerals and computation. Elementary set theory is introduced and forms the basis for definitions of the counting numbers and operations on them. Chapters devoted to measurement, approximation, number theory and number patterns conclude the discussion of counting numbers. Fractions, integers, and real numbers are then presented in detail, and short chapters devoted to large numbers and infinity, congruences, complex numbers, statistics, algebra, and geometry are included. An appendix on problem solving completes the book. Many types of exercises and illustrations are used throughout; suggestions for activities using manipulative materials are frequent. The informal tone of the book is evidenced in the author's overall style, the frequent use of cartoons, and the periodic interjection of remarks directed toward typical students' concerns. (SD)

ED 108 897 SE 019 085

Holliday, William G. Partridge, Louise A.

Evaluation of a Practical Procedure for Sequencing Pictorial Classification Tasks in Science.

Pub Date Mar 75



Note—19p.; Paper presented at the annual meeting of the National Association for Research in Science Teaching (48th, Los Angeles, California, March 1975)

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—Educational Research, Elementary Education, \*Elementary School Science, Instruction, Learning Processes, Science Education, \*Sequential Learning, \*Serial Learning, Symbolic Learning, \*Teaching Techniques, \*Visual Aids

Identifiers—Research Reports

The purpose of this study was to evaluate a practical procedure for determining the optimum sequencing of pictorial classification tasks in science using mean difficulty indices generated by a standard sample of grade two students. Acquisition of such skills can affect the learner's performance on subsequent material and the teacher's efforts in diagnosing specific learner problems. It was predicted that: (1) an ascending order of difficulty in the sequence would be more effective than a random order and (2) a random order of task difficulty would be a more effective sequence than a descending order. Fifty-one grade two subjects constituted the standard sample. The experimental sample was composed of another group of 134 second grade subjects from the same school and from a nearby school. Subsequently, the experimental subjects were randomly assigned to three treatment groups of ascending, randomized and descending orders of task difficulty. The effects of three presentation sequences of the science tasks were experimentally evaluated in terms of total student performance. The results indicated that a highly consistent series of a pictorial classification tasks sequenced in an ascending order of difficulty was more effective than a random order and that a random order was more effective than a descending order of difficulty. (Author/BR)

ED 108 898 SE 019 086

Ludeman, Robert R.

Development of The Science Processes Test.

Pub Date 18 Mar 75

Note—15p.; Paper presented at the annual meeting of the National Association for Research in Science Teaching (48th, Los Angeles, California, March 1975). The sample of the blank test-answer sheet will not reproduce well due to blue ink; best copy available

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—Elementary Education, \*Elementary School Science, \*Evaluation, \*Formative Evaluation, Measurement Instruments, Multiple Choice Tests, Problem Solving, Science Education, \*Science Tests, \*Test Construction, Testing

Identifiers—Research Reports

Presented is a description and copy of a test manual developed to include items in the test on the basis of children's performance; each item correlated highly with performance on an external criterion. The external criterion was the Individual Competency Measures of the elementary science program Science - A Process Approach (SAPA). The test administrator evaluates the subject's ability to use the processes as he works with materials in solving problems the administrator poses. The processes included are those referred to by SAPA as interpreting data, controlling variables, formulating hypotheses, and defining operationally. Attention was given during item writing and editing to maintain the reading level as low as possible; the final revision was at the sixth-grade level. The test is not intended to be a timed test, nor is it a factual test. Thinking is required to achieve a high score. Most students will complete it in less than 45 minutes. A test-answer sheet is included with this publication, but no test copy. (Author/EB)

ED 108 899 SE 019 087

Bogut, Thomas L.

The Effects of Sequencing Selected Instructional Strategies on the Attitudes and Open-Mindedness of Pre-Service Elementary Science Teachers.

Pub Date Mar 75

Note—18p.; Paper presented at the annual meeting of the National Association for Research in Science Teaching (48th, Los Angeles, California, March 1975)

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—\*Attitudes, Changing Attitudes, Educational Research, \*Elementary School Science, Higher Education, \*Preservice Education, Science Education, \*Science Teachers, \*Teacher Attitudes, Teacher Characteristics

Identifiers—Research Reports

Described is a study undertaken to explore attitudinal changes of preservice elementary science teachers that result from exposure to structured and unstructured instructional strategies and factors having a possible correlation with these changes. Twenty preservice elementary education students enrolled in a nontraditional elementary teacher education program participated in the study. Two treatment groups were randomly selected and assigned to a structured instructional treatment group or an unstructured treatment group. A Semantic Differential Attitude Inventory was used to measure change and the Rokeach Dogmatism Scale (Form E) was used to determine the degree of open- or closed-mindedness. Subjects were both pre- and post-tested (after four weeks) using the same instruments. Instructional treatments were reversed and the same procedure was followed. Data were analyzed using a multivariate analysis of covariance. A final conclusion made was that the degree of initial open-mindedness appeared to be the single most important factor in producing attitudinal changes. Structured teaching strategies led to more closed-mindedness than unstructured. (EB)

ED 108 900 SE 019 091

Amster, Harriett And Others

Effectiveness of Schell's Peer Teaching Program in Mathematics for Junior High School Students.

Pub Date Mar 75

Note—11p.; Paper presented at the annual meeting of the American Educational Research Association (Washington, D.C., March 30-April 3, 1975)

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—\*Basic Skills, Comparative Analysis, Effective Teaching, \*Instruction, Instructional Innovation, Junior High Schools, Mathematics Education, Minority Group Children, \*Peer Teaching, \*Research, Secondary Education, \*Secondary School Mathematics, Student Testing, Teaching Methods, Test Results

Identifiers—Research Reports, \*Schell (Louis)

This study was designed to investigate the effects of peer teaching on mathematics achievement, nonverbal reasoning, and attitudes of students teaching and being taught by this method. The methods of selecting and training peer teachers, and the special mathematics curriculum used, were those developed by Louis Schell. Students participating attended four junior high schools with large percentages of minority group students. Four instructional patterns were compared. In each group seventh-grade classes were taught by their regular teachers on three days; on the remaining two days they were taught by (1) ninth-grade peer teachers, (2) a mathematics specialist, (3) an exchange teacher, or (4) the regular teacher. Pre- and post-testing involved an achievement measure of basic skills, three nonverbal reasoning tests, and an attitude measure. Dunn's test was used to test hypotheses concerning change in these variables. Results indicated that students taught by peer teachers or by their regular teachers achieved more than those taught by specialists or exchange teachers. On two nonverbal measures peer-taught students scored higher than at least one comparison group. There were no differences on the attitudinal measure. Comparison of peer teachers with a control group on these measures yielded no differences. (SD)

ED 108 901 SE 019 119

Smith, Gerald John

The Effects on College General Education Mathematics Students of Learning Mathematics Through the Active Manipulation of Materials.

Pub Date 74

Note—233p.; Ph.D. Dissertation, University of Oregon

Available from—University Microfilms, 300 North Zeeb Road, Ann Arbor, Michigan 48106 (Order No. 74-18,908, MF-\$5.00, Xerography-\$11.00)

Document Not Available from EDRS

Descriptors—Attitudes, \*College Mathematics, Curriculum Development, Doctoral Theses, Higher Education, \*Instruction, Instructional Materials, \*Manipulative Materials, \*Mathematics Education, \*Research

Identifiers—Research Reports

This study involved the development, pilot testing, and evaluation of units for a college mathematics course for general education. The units emphasized a concrete approach to instruction and the manipulation of objects, images, and symbols. Three classes, all taught by the researcher, were involved in the study: a control group, a pilot test group, and an experimental group. Pre-course data related to group members were gathered by examination of high school records, scores on the American College Test and attitude measures; the Watson-Glaser Critical Thinking Appraisal was administered both before and after treatment. Other postexperimental measurement used a Semantic Differential and experimenter-designed course appraisal questionnaires. Questionnaire responses were evaluated by five judges. Results indicated that neither attitude toward mathematics nor attitude toward the course was effected by the treatment. Subjects in the experimental group did feel that their achievement was high, and attributed this achievement to the concrete approach of the course. (SD)

ED 108 902 SE 019 120

Heller, Marc Stephen

Teacher Approval and Disapproval by Ability Grouping.

Pub Date 73

Note—142p.; Ph.D. Dissertation, Columbia University

Available from—University Microfilms, 300 North Zeeb Road, Ann Arbor, Michigan 48106 (Order No. 74-17,865, MF-\$5.00, Xerography-\$11.00)

Document Not Available from EDRS

Descriptors—\*Ability Grouping, Doctoral Theses, \*Research, Secondary Education, \*Secondary School Mathematics, Social Studies, \*Teacher Attitudes, \*Verbal Communication

Identifiers—Research Reports

This study investigated teachers' use of verbal approval and disapproval as a function of subject matter (mathematics, social studies) and class ability; the use of these behaviors in instructional versus managerial contexts was studied. Five mathematics and five social studies teachers in an inner-city junior high school were observed for 6 thirty-minute periods, 3 while instructing low ability classes and 3 with high ability classes. The TAD Observational Record was used to record teacher-pupil interactions. It was found that teachers emit more disapprovals in low ability, and that these disapprovals are largely managerial. Mathematics teachers used slightly more disapprovals than approvals, while social studies teachers used significantly more. The total number of evaluative remarks did not vary with class ability or subject area. The teachers observed rarely offered approval for good social behavior. Implications and suggestions for further study are discussed. (SD)

ED 108 903 SE 019 121

Clayton, McLouis

The Differential Effects of Three Types of Structured Reviews on the Learning and Retention of Mathematics.

Pub Date 73

Note—256p.; Ph.D. Dissertation, North Carolina State University at Raleigh

Available from—University Microfilms, 300 North Zeeb Road, Ann Arbor, Michigan 48106 (Order No. 74-18,980, MF-\$5.00, Xerography-\$11.00)

Document Not Available from EDRS

Descriptors—Algebra, Doctoral Theses, \*Instruction, Learning, \*Research, Retention, \*Review (Reexamination), Secondary Education, \*Secondary School Mathematics, \*Testing

Identifiers—Research Reports

The effectiveness of three types of structured reviews of mathematical concepts was compared in this study. The three types of reviews were testing only, testing with explanations, and unit review. The experimental population consisted of 55 members of two sixth-grade classes, 94 members of 4 eighth-grade classes, 36 members of two Algebra II classes, and 16 college freshmen. Subjects were assigned randomly within classes to treatment groups. Treatment was given on two consecutive days; on the third day an achievement test was given. Two weeks later (one week for college students) a retention test was given. Test scores were submitted to a repeated measures analysis of variance. This analysis showed

that at all levels except high school the reviews enhanced learning. Testing with explanation was the most promising treatment, and testing-only the least promising. (SD)

**ED 108 904** SE 019 122

Mayberry, Claude Antonio, Jr.  
Training Inner City Elementary School Teachers to Base Mathematics Instruction on Students' Interests.

Pub Date 74  
Note—192p.; Ed.D. Dissertation, Columbia University

Available from—University Microfilms, 300 North Zeeb Road, Ann Arbor, Michigan 48106 (Order No. 74-18,727, MF-\$5.00, Xerography-\$11.00)

**Document Not Available from EDRS**

Descriptors—Doctoral Theses, Elementary School Mathematics, \*Elementary School Teachers, Higher Education, Instruction, \*Mathematics Education, \*Research, \*Student Interests, \*Teacher Education

Identifiers—Research Reports

The two major questions investigated in this study concern changes in achievement when mathematics instruction is based on students' interests, and changes of students' attitudes toward the mathematics courses when they receive this type of instruction. Six fifty-grade classes, identified by school principals as the lowest achievers in four Harlem schools, were included in this study. All subjects were pre-tested on an interest inventory, an attitude measure, and the Stanford Diagnostic Arithmetic Test. The last two of these instruments were also used as posttests. Classroom observation served as an additional source of data. Treatment consisted of teaching mathematics using supplementary materials based on students' interests as indicated in the interest inventory. After eight weeks of treatment, the average increases in grade level were .85 for concept development and .18 for computational skills. There were some changes in attitude toward mathematics. The author recommends that curriculum planners for inner-city schools pay more attention to students' interests when developing mathematics curricula, and that attention be devoted to in-service training of teachers in how to develop and use materials based on students' interests. (SD)

**ED 108 905** SE 019 123

McGlone, Virginia Elizabeth

Children's Understanding of the Geometric Transformation of Rotation About a Point.

Pub Date 74  
Note—195p.; Ed.D. Dissertation, Columbia University

Available from—University Microfilms, 300 North Zeeb Road, Ann Arbor, Michigan 48106 (Order No. 74-18,729, MF-\$5.00, Xerography-\$11.00)

**Document Not Available from EDRS**

Descriptors—\*Cognitive Development, Concept Formation, Elementary Education, \*Elementary School Mathematics, Geometry, \*Research, \*Transformations (Mathematics)

Identifiers—\*Piaget (Jean), Research Reports

In this study Piaget's method of the clinical interview was used to examine children's understanding of rotation about a point at three age levels (6, 7, and 8). In two half-hour sessions, subjects (N = 108) were given four tasks: (1) an adaptation of Piaget's locus and circular motion experiment, and tasks concerned with (2) the circle as a locus of points, (3) group properties of a set of four rotations, and (4) angle of rotation, the radius of each point, and orientation of a figure after rotation. As measured in this experiment, children's understanding of each task increased with age. On one angle task, six-year-old boys performed significantly ( $p < .01$ ) better than girls; no other sex differences were discovered. Results of the experiment support Piaget's analysis, both with respect to successive acquisition of understanding and with regard to the distinction between perceptual and representational space. (SD)

**ED 108 906** SE 019 124

Ford, Shirley

Grouping in Mathematics: Effects on Achievement and Learning Environment.

Pub Date 74  
Note—140p.; Ed.D. Dissertation, Yeshiva University

Available from—University Microfilms, 300 North Zeeb Road, Ann Arbor, Michigan 48106 (Order No. 74-23,546, MF-\$5.00, Xerography-\$11.00)

**Document Not Available from EDRS**

Descriptors—Achievement, Doctoral Theses, \*Grouping (Instructional Purposes), Learning, Research, Secondary Education, \*Secondary School Mathematics

Identifiers—Research Reports

This study explores the relationships between patterns of grouping students for mathematics instruction and students' achievement and perception of learning environment. One hundred ninth-grade minority students were involved in the study. These students' scores on the Numerical Ability Subtest of the Differential Aptitude Test were used to group students into high ability, low ability, and heterogeneous groups. Scores on the Fundamental Interpersonal Relations Orientation Inventory were used to divide each of these groups into compatible and incompatible classes; class sizes did not exceed 17. The Metropolitan Achievement Test was given as a pretest, and four months later as a posttest. The Classroom Learning Environment Inventory was also used as a posttest. Using class group as the unit of analysis, data were submitted to analyses of variance and covariance. Findings indicated that grouping by ability and compatibility may be necessary but not sufficient for maximizing achievement. Groups differed in their perception of the learning environment. (SD)

**ED 108 907** SE 019 125

Jones, William Lane

Comparison of Cognitive and Affective Change of Ninth Grade Students in Open-Space and Closed-Space Classes.

Pub Date 74  
Note—132p.; Ed.D. Dissertation, Arizona State University

Available from—University Microfilms, 300 North Zeeb Road, Ann Arbor, Michigan 48106 (Order No. 74-21,534, MF-\$5.00, Xerography-\$11.00)

**Document Not Available from EDRS**

Descriptors—\*Achievement, Attitudes, \*Classroom Arrangement, Doctoral Theses, \*Elementary Secondary Education, \*Mathematics Education, Open Education, \*Research, School Space, Teacher Attitudes

Identifiers—Research Reports

This study investigated achievement and attitude changes of students, and attitude changes of teachers in open-space and closed-space classrooms. Two hundred students stratified on sex and elementary school were randomly selected from open- and closed-spaced high schools. Students were pre- and post-tested on reading comprehension, language usage, mathematics, science, and attitudes toward school, teachers, counselors, administrators and subject areas. Teachers were pre- and post-tested with the Minnesota Teacher Attitude Inventory. Data were submitted to analysis of covariance, with significance level set at .05. There were no significant differences in English or science achievement; students who had attended closed-space elementary school showed greater mathematics achievement in both high school situations. Several attitudinal differences were observed for subgroups of the student population; overall attitudes were positive in both treatment groups. Teacher attitudes were also positive. Teachers in open-space classrooms became more positive on rigidity and severity in handling pupils, while closed-space teachers became less so. (SD)

**ED 108 908** SE 019 126

Bien, Ellen Carol

The Relationship of Cognitive Style and Structure of Arithmetic Materials to Performance in Fourth Grade Arithmetic.

Pub Date 74  
Note—177p.; Ph.D. Dissertation, University of Pennsylvania

Available from—University Microfilms, 300 North Zeeb Road, Ann Arbor, Michigan 48106 (Order No. 74-22,809, MF-\$5.00, Xerography-\$11.00)

**Document Not Available from EDRS**

Descriptors—\*Cognitive Processes, Doctoral Theses, Elementary Education, \*Elementary School Mathematics, \*Individual Differences, Instruction, Learning, \*Problem Solving, \*Research, Visual Perception

Identifiers—\*Aptitude Treatment Interaction, Research Reports

This study investigated the differential effectiveness of two instructional techniques for field-dependent and field-independent fourth graders. Instruction consisted of eight worksheets and two tests. For one group worksheets contained perceptual structuring while for the other they contained both perception and cognitive structuring. This structuring was applied to arithmetic word problems. One-hundred forty students were assigned to treatments randomly within sex and field-dependence group as determined by scores on the Children's Embedded Figures Test. Data were gathered from the worksheets and tests. Field-independent subjects scored significantly higher than field dependent subjects on problems requiring no additional structuring, while there was no significant difference between field dependence groups when both perceptual and cognitive structuring were involved. Field-dependent subjects were significantly benefited by the use of cognitive and perceptual structuring overall. On tasks involving computational skill, field-independent subjects performed significantly better than field-dependent subjects. (SD)

**ED 108 909** SE 019 127

Wood, Carolyn M.

A Comparison of the Effects of Sequence and Mode Upon the Initial Acquisition, Retention, and Transfer of Elementary Multiplication Concepts.

Pub Date 74  
Note—104p.; Ph.D. Dissertation, University of Pittsburgh

Available from—University Microfilms, 300 North Zeeb Road, Ann Arbor, Michigan 48106 (Order No. 74-20,804, MF-\$5.00, Xerography-\$11.00)

**Document Not Available from EDRS**

Descriptors—Doctoral Theses, Elementary Education, \*Elementary School Mathematics, \*Instruction, Mathematical Concepts, \*Multiplication, \*Research, Sequential Approach, \*Teaching Methods

Identifiers—Research Reports

Two instructional variables, sequence and mode, were operationally defined; two methods of sequencing, deductive and inductive, were used, and two modes, concrete and pictorial. Experimental lesson sequences for instruction in the rules and concepts of multiplication were developed for each combination of levels of the variables. The lesson sequences were pilot tested and revised as necessary. Forty subjects in grades 1, 2, and 3 were randomly assigned to treatment groups. Subjects were pretested, and then given four lessons on multiplication. Students worked on lessons independently; each lesson required approximately four 50-minute sessions. A posttest and transfer test were administered immediately after treatment; three weeks later a retention test was given. Analysis of variance revealed no differences between treatments. However, an analysis of performance by grade level suggested different patterns of performance. (SD)

**ED 108 910** SE 019 128

Moran, Thomas Patrick

Significant Developments in the Use of Computers in School Mathematics: A Sourcebook for Administrators, Teachers, and Teacher Educators.

Pub Date 74  
Note—188p.; Ed.D. Dissertation, Columbia University

Available from—University Microfilms, 300 North Zeeb Road, Ann Arbor, Michigan 48106 (Order No. 74-23,528, MF-\$5.00, Xerography-\$11.00)

**Document Not Available from EDRS**

Descriptors—Computer Assisted Instruction, \*Computers, Doctoral Theses, \*Guidelines, Information Sources, Literature Reviews, \*Mathematics Education, \*Research, Resource Materials, \*Teacher Education

Identifiers—Research Reports

This study provides a critical review of developments in the use of computer extended instruction (CEI), and practical guidelines for implementing a computer system in a school. The study examined special projects, proposals, recommendations, and position papers. Literature reviewed was synthesized under three broad headings: (1) computer hardware and software, (2) teacher training, and (3) student-related considerations. Under hardware and software the ad-

vantages and disadvantages of various computer systems are discussed. Time-sharing, minicomputers, and programmable calculators are described and their usefulness in meeting educational needs discussed. Teacher training was found to be the major obstacle to fuller implementation of CEI. Existing inservice programs were found to be stop-gap measures as a rule, and concentration on preservice teacher education was recommended. The research related to student achievement and other student related outcomes of CEI were found to be highly positive, but the research base was considered modest; further research was suggested. (SD)

**ED 108 911** SE 019 129

Blomstedt, Robert Kent

**The Effects of Consensus on Verbal Problem Solving in Middle School Mathematics.**  
Pub Date 74

Note—181p.; Ph.D. Dissertation, The University of Texas at Austin

Available from—University Microfilms, 300 North Zeeb Road, Ann Arbor, Michigan 48106 (Order No. 74-24,830, MF-\$5.00, Xerography-\$11.00)

**Document Not Available from EDRS**

Descriptors—\*Decision Making, Doctoral Theses, Elementary Education, \*Elementary School Mathematics, Instruction, \*Problem Solving, \*Research, \*Teaching Methods

Identifiers—Research Reports

This study compared two techniques of teaching verbal problem solving. The consensus method is a commonly used decision-making strategy, while the expository (control) method is the most familiar teaching strategy for verbal problems. Two sets of sixth-grade students under two teachers were divided into treatment groups. Both sets of subjects were pretested on verbal problem solving ability and attitudes toward mathematics. They were then instructed in the assigned method for a period of ten weeks. During the twelfth week they were again tested, and gain scores were tabulated. Mean comparisons were made using the t-test. Achievement of students taught by the consensus method was significantly greater than that of controls; this difference obtained for low achievers as well as for the total group. There was no significant difference in attitude change of the two groups. (SD)

**ED 108 912** SE 019 130

Matthews, Larry Allen

**An Evaluation of the Effect of Using Supplemental Activity-Oriented Materials on Student Achievement of Mathematical Competencies for Enlightened Citizens.**

Pub Date 74

Note—261p.; Ph.D. Dissertation, The University of Nebraska - Lincoln

Available from—University Microfilms, 300 North Zeeb Road, Ann Arbor, Michigan 48106 (Order No. 74-23,923, MF-\$5.00, Xerography-\$11.00)

**Document Not Available from EDRS**

Descriptors—\*Achievement, Activity Learning, \*Basic Skills, Doctoral Theses, Evaluation, \*Research, Secondary Education, \*Secondary School Mathematics, Slow Learners, \*Test Validity

Identifiers—Research Reports

This study had three major purposes: (1) validation of The Beckman-Beal Mathematical Competencies Test for Enlightened Citizens, a test based on the recommendations of the Committee on Basic Mathematical Competencies and Skills of the National Council of Teachers of Mathematics; (2) evaluation of the effectiveness of activity-oriented materials developed by teachers attending two conferences sponsored by the National Science Foundation; and (3) determination of which of 48 competency areas were affected by use of the activity materials. The experimental population consisted of 19 junior high teachers teaching 22 experimental classes and 18 teachers teaching 20 control classes. All classes were administered the test in November and again in May. Experimental teachers were sent activity materials related to pretest competency levels of individual students for use as supplements to regular classwork. Chi-square analysis and analysis of variance were applied, revealing that the total experimental group, and several of its subgroups (e.g., reluctant learners) showed greater achievement than the comparable control group. There were no statistically significant dif-

ferences between the groups on the 48 individual competencies. Teacher and supervisor evaluated the test as most suitable for middle- and high-ability students. Users were enthusiastic about the activity materials. (SD)

**ED 108 913** SE 019 131

Kaiser, Virginia Ruth Stone

**An Exploratory Study of Selected Spoken and Unspoken Behaviors in an Inner-City Mathematics Laboratory for Underachieving Students.**

Pub Date 74

Note—355p.; Ph.D. Dissertation, The Ohio State University

Available from—University Microfilms, 300 North Zeeb Road, Ann Arbor, Michigan 48106 (Order No. 74-24,350, MF-\$5.00, Xerography-\$11.00)

**Document Not Available from EDRS**

Descriptors—\*Activity Learning, Classroom Observation Techniques, Curriculum, Laboratories, \*Low Achievers, Manipulative Materials, Observation, \*Research, Secondary Education, \*Secondary School Mathematics, Student Behavior, \*Teacher Behavior

Identifiers—Research Reports

This study provides a systematic observation and assessment of pupil-teacher behaviors in a mathematics laboratory for underachieving inner-city junior high school students. Using the Observation System for Instructional Analysis (OSIA), the author recorded and analyzed 125 mathematics laboratory activity sessions. Five students, selected from a larger population for detailed observation, were observed using abacounters, mathematical balances, Cuisenaire rods, cubic inch blocks, and measuring devices. Coder stability (Scott's reliability coefficient) was 0.856. Twenty-five behavior ratios were used and analyzed by comparison of means; two means were said to differ significantly if their difference exceeded the standard error of both means. Analysis revealed that more than 65 percent of the time was spent in individual student substantive behaviors and teacher interactive substantive behaviors. As students reached higher levels of cognitive performance, teacher behaviors seemed to be more indirect. Other findings relate to soliciting, clarification, managerial, and reflective manipulating behaviors. The findings of this study were compared with those of a 1973 study (Hough and Duncan) in which the OSIA was used in EMR (Educable Mentally Retarded) classrooms. In contrast to EMR classes, the laboratory classes were characterized by more teacher indirect behaviors; more student individual substantive, direct managerial, and reflective manipulating behaviors; and more positive teacher appraisal behaviors. (Author/SD)

**ED 108 914** SE 019 132

Nisbet, Jean Ann

**Instructional Sequence for Improving Teacher Question-Asking in Secondary Mathematics.**

Pub Date 74

Note—168p.; Ph.D. Dissertation, Arizona State University

Available from—University Microfilms, 300 North Zeeb Road, Ann Arbor, Michigan 48106 (Order No. 74-25,806, MF-\$5.00, Xerography-\$11.00)

**Document Not Available from EDRS**

Descriptors—Effective Teaching, \*Instructional Design, \*Mathematics Education, \*Questioning Techniques, Secondary Education, \*Secondary School Mathematics, \*Teacher Education, Teaching Methods

Identifiers—Research Reports

The purpose of this study was to determine the effect of an instructional sequence on the higher-level questioning behavior of a group of secondary mathematics teachers. Major hypotheses were: (1) as a result of the instruction the teachers would show an increase in classroom use of the higher-level questions; (2) student participation in class discussions would increase. Two cognitive levels were considered. Both before and after instruction, teachers taught an assigned topic in a microteaching situation. Main components of the instructional sequence were a handbook on effective mathematics questioning, feedback on the audiotaped pretest, and videotapes showing a model teacher using higher-level questioning strategies. Nine teachers participated in the study. Significant effects included increased percentages of higher-level questions, application-analysis questions, and application questions, and

decreased percentage of comprehension questions. The teachers increased their overall use of all types of questions considered (p less than .01). (Author/SD)

**ED 108 915** SE 019 133

Raumin, Harley Cyril

**Impact of Flexible Class Time on the Achievement and Attitude of High School Students in Plane Geometry.**

Pub Date 74

Note—110p.; Ph.D. Dissertation, University of Southern California

Available from—University Microfilms, 300 North Zeeb Road, Ann Arbor, Michigan 48106 (Order No. 74-23,609, MF-\$5.00, Xerography-\$11.00)

**Document Not Available from EDRS**

Descriptors—Achievement, Attitudes, Doctoral Theses, Flexible Schedules, \*Geometry, \*Grouping (Instructional Purposes), Individualized Instruction, Instruction, \*Research, Secondary Education, \*Secondary School Mathematics, \*Teaching Methods

Identifiers—Research Reports

This study was designed to test the effects of a geometry course incorporating large-group, small-group, and individualized instruction on the achievement and attitudes of students. Three of six classes and teachers were randomly assigned to experimental instruction, the remainder serving as controls. Pretest measures included IQ and attitude scores. After 18 weeks of instruction, all students were given attitude and achievement posttests. Data were analyzed using t-tests, analysis of covariance, and chi-square analyses. Results indicated that both the type of teaching mode and the (prior) attitudes of students affect their achievement in plane geometry. The author recommends that teachers attempt to integrate more individualized and small-group instruction in geometry courses, and that more attention be given to the relationship between attitude and achievement. (SD)

**ED 108 916** SE 019 134

Newman, Henry Jack

**The Comparative Effectiveness of Selected Instructional Strategies for the Teaching of Basic Algebra.**

Pub Date 74

Note—161p.; Ed.D. Dissertation, Columbia University

Available from—University Microfilms, 300 North Zeeb Road, Ann Arbor, Michigan 48106 (Order No. 74-26,608, MF-\$5.00, Xerography-\$11.00)

**Document Not Available from EDRS**

Descriptors—\*Algebra, Doctoral Theses, Effective Teaching, \*Instruction, Programmed Instruction, \*Research, Secondary Education, \*Secondary School Mathematics, \*Teaching Methods

Identifiers—Research Reports

This study compares the effectiveness of three instructional strategies: programed self-instruction, tutored programed instruction, and lecture-demonstration. Classes of students were chosen by use of three pretests in order to insure that they needed a basic algebra course and that they had achieved readiness skills. Classes were ranked according to mean pretest score and arranged in blocks of three; treatment were randomly assigned within blocks. Parallel pretests and posttests were administered to experimental classes. Data were submitted to analyses of variance and covariance. No significant differences were uncovered. The author suggests several questions for further research. (SD)

**ED 108 917** SE 019 135

Prigge, Glenn Russell

**The Effects of Three Instructional Settings on the Learning of Geometric Concepts by Elementary School Children (Volumes I and II).**

Pub Date 74

Note—386p.; Ph.D. Dissertation, University of Minnesota

Available from—University Microfilms, 300 North Zeeb Road, Ann Arbor, Michigan 48106 (Order No. 74-26, 227, MF-\$5.00, Xerography-\$11.00)

**Document Not Available from EDRS**

Descriptors—\*Activity Learning, Comparative Analysis, Doctoral Theses, Elementary Education, \*Elementary School Mathematics, \*Geometric Concepts, Geometry, Grade 3, \*Instruction, Programed Instruction, \*Research,



Student Testing, Teaching Methods, Test Results, Transfer of Training  
Identifiers—Research Reports

Three methods of instructing third graders about geometric concepts are compared in this study. Methods were all presented in programed instruction packages; but differed in the types of activities incorporated: paper and pencil activities (Treatment W), activities with manipulatives such as geoboard and paper folding (Treatment M), and demonstration and manipulation of geometric solids (Treatment S). Subjects could proceed independently through their materials; 169 subjects were randomly assigned to the ten-day treatments. Prior to treatment subjects had taken the Iowa Test of Basic Skills (ITBS). Posttests and two retention tests were designed by the experimenter and were administered on the 11th, 21st, and 31st days of the experiment, respectively. Data were submitted to analysis of variance using ITBS scores as a blocking variable. Results indicated a directional trend with Treatment S superior to W, and W superior to M; only the difference in favor of Treatment S reached the .05 level of significance (Bonferroni confidence intervals). Several other hypotheses, related to ability groups and item characteristics, were tested. (SD)

ED 108 918 SE 019 136

Schwieger, Ruben Don  
A Component Analysis of Mathematical Problem Solving.

Pub Date 74  
Note—200p.; Ph.D. Dissertation, Purdue University

Available from—University Microfilms, 300 North Zeeb Road, Ann Arbor, Michigan 48106 (Order No. 74-26,777, MF-\$5.00, Xerography-\$11.00)

Document Not Available from EDRS

Descriptors—\*Ability Identification, Doctoral Theses, Higher Education, \*Mathematics Education, Models, \*Problem Solving, \*Research, Secondary Education, \*Secondary School Mathematics, Teaching Methods, Validity  
Identifiers—Research Reports

The purpose of this study was the construction of a theoretical model for analyzing mathematical problem solving. A list of general problem-solving abilities was generated through a literature search. This list was narrowed to eight basic abilities pertinent to mathematics problem solving. Each of these was operationally defined and exemplified in a document sent to experts in mathematics education and research mathematicians for their comments and validity assessments. No basic changes were suggested. A collection of problems which are not amenable to solution by a single use of an algorithm was then presented to mathematics students from grade seven through graduate school. These students were asked to "think aloud" during the taped problem-solving sessions. Analysis of these protocols showed that the eight abilities comprising the model were necessary and sufficient. Applications of the model to analysis of problem solving difficulty and errors, and to the teaching of problem solving, are suggested. (SD)

ED 108 919 SE 019 137

Alessi, Galen James  
Effects of Hutchings' "Low Fatigue" Algorithm on Children's Addition Scores Compared Under Varying Conditions of Token Economy Reinforcement and Problem Difficulty.

Pub Date 74  
Note—151p.; Ph.D. Dissertation, University of Maryland

Available from—University Microfilms, 300 North Zeeb Road, Ann Arbor, Michigan 48106 (Order No. 74-29,046, MF-\$5.00, Xerography-\$11.00)

Document Not Available from EDRS

Descriptors—Addition, \*Algorithms, Comparative Analysis, Curriculum, Doctoral Theses, Elementary Education, \*Elementary School Mathematics, Grade 4, Instruction, \*Reinforcement, \*Research, \*Teaching Methods  
Identifiers—Research Reports

This study investigated the effects of the nature of the algorithm, reinforcement, and level of problem difficulty on the ability of fourth graders to solve addition problems as measured by the number of problems correctly solved and the number of columns attempted. Subjects were selected for high scores on a test of basic addition

facts; only subjects with recorded scores on the Metropolitan Achievement Tests were included. Half of the subjects were trained on Hutchings' "low fatigue" addition algorithm, and the other half on the conventional algorithm. Subjects were then assigned to one of three reinforcement conditions for posttesting; posttests contained items of three difficulty levels. Data were submitted to an analysis of variance which revealed that subjects trained to use Hutchings' algorithm scored higher on both criteria. A significant effect for problem difficulty was also found. Inspection of the data revealed that the superiority of Hutchings' algorithm decreased as problems grew more difficult. Although there was no main effect for reinforcement, children receiving reinforcement after each column of addition seemed to have attempted fewer problems, and added fewer correctly, than those in the other reinforcement conditions. (SD)

ED 108 920 SE 019 138

Kerr, Joseph Jackson, Jr.  
British and American Arithmetic Devices for the Blind—An Analytical Description.

Pub Date 74  
Note—342p.; Ed.D. Dissertation, Temple University

Available from—University Microfilms, 300 North Zeeb Road, Ann Arbor, Michigan 48106 (Order No. 74-28,177, MF-\$5.00, Xerography-\$11.00)

Document Not Available from EDRS

Descriptors—Arithmetic, \*Blind, Braille, Computers, Doctoral Theses, Elementary School Mathematics, Elementary Secondary Education, History, \*Instructional Aids, \*Mathematics Education, \*Research, \*Special Education

Identifiers—Research Reports

This historical study describes the development of braille and non-braille devices designed to aid the blind in arithmetic computations. Several such devices are described and evaluated. The author concludes that documentation of the development of arithmetic devices is unavailable, especially about the nature of 17th and 18th century devices known to have existed, and about the contribution of blind persons to the invention of arithmetic devices over the years. He observes that there has been a constant attempt to improve such devices, although sighted persons have sometimes hampered progress, and that computers provide the most recent devices used to help the blind. Recommendations include the development of better mental arithmetic systems, of better methods of teaching and using the abacus, and of inexpensive compact calculators for the blind, as well as assessment of the computational needs of the blind. Documentation of the development of arithmetic devices, providing teachers with up-to-date material, and studying the teaching of arithmetic in residential schools are also recommended. (SD)

ED 108 921 SE 019 139

Mitchell, William Montgomery  
The Design of Mathematics Curricula for the Small College.

Pub Date 74  
Note—180p.; Ph.D. Dissertation, George Peabody College for Teachers

Available from—University Microfilms, 300 North Zeeb Road, Ann Arbor, Michigan 48106 (Order No. 74-29,180, MF-\$5.00, Xerography-\$11.00)

Document Not Available from EDRS

Descriptors—\*College Mathematics, Colleges, Curriculum, \*Curriculum Design, Doctoral Theses, \*Guidelines, Higher Education, \*Mathematics Education, Models, \*Research, Small Schools, Surveys  
Identifiers—Research Reports

The objective of this study was the development of a model for curriculum design in small college mathematics departments. Initial work toward this model involved analysis of 1960's curriculum development work; this analysis led to the identification of three influential presses: institutional, disciplinary, and societal economic. The design procedure was determined by these and the particular qualities of small institutions. A survey questionnaire was sent to a stratified national sample of mathematics departments with four or fewer members; responses were received from 86 percent. These responses revealed pronounced differences between regional groups,

and between other subgroups of the population. Just over 50 percent of the departments surveyed considered the guidelines of the Committee on the Undergraduate program in Mathematics (CUPM) as a valid measure for their departments; 35 percent had implemented a specific CUPM course. Detailed analysis of compliance with CUPM guidelines and minimum curricular guidelines of the Mathematical Association of America are presented. The model developed to deal with these findings stresses the service function of the small mathematics department, and suggests that such departments limit any departmental majors to one specific field. Three examples in which the model is applied to selected departments are provided. (SD)

ED 108 922 SE 019 140

Wallace, Pearlana  
An Investigation of the Relative Effects of Teaching a Mathematical Concept via Multisensory Models in Elementary School Mathematics.

Pub Date 74  
Note—107p.; Ph.D. Dissertation, Michigan State University

Available from—University Microfilms, 300 North Zeeb Road, Ann Arbor, Michigan 48106 (Order No. 74-27,501, MF-\$5.00, Xerography-\$11.00)

Document Not Available from EDRS

Descriptors—Activity Learning, Comparative Analysis, Curriculum, Doctoral Theses, Effective Teaching, Elementary Education, \*Elementary School Mathematics, Instruction, \*Manipulative Materials, Mathematics Instruction, Minority Group Children, \*Multisensory Learning, \*Research, Student Testing, Teacher Education, \*Teaching Methods, Test Results  
Identifiers—Research Reports

The major purpose of this study was to determine the effectiveness of mathematics instruction based on the use of manipulative materials in grades 4, 5, and 6. A secondary purpose was to find whether this approach is differentially effective for students in different grade level, sex, or welfare recipient categories. Three treatment groups, one for each grade level, and three corresponding control groups were defined. A pretest was given to all participants prior to the three-week treatments. After instruction in the manipulative or control mode, a posttest was administered to all students, and a manipulative test was given to 15 experimental and 15 control students. Data were analyzed using two-way analysis of variance, analysis of covariance, and repeated measure designs. These analyses showed that the mean performance of students in the manipulative group was greater than that of controls on both the achievement and manipulative tests. There were no significant differences for grade level, sex, or welfare status. The author concludes that use of multisensory aids should be increased and makes several related recommendations with respect to pre- and in-service teacher training, and the definition of learning objectives. (SD)

ED 108 923 SE 019 141

Coleman, Max William  
The Relationships of Selected Mental Factors and Thinking Interests to Success in Algebra Using Two Methods of Instruction.

Pub Date 74  
Note—134p.; Ed.D. Dissertation, University of Houston

Available from—University Microfilms, 300 North Zeeb Road, Ann Arbor, Michigan 48106 (Order No. 75-999, MF-\$5.00, Xerography-\$11.00)

Document Not Available from EDRS

Descriptors—\*Ability Identification, Achievement Tests, Algebra, \*College Mathematics, Comparative Analysis, Doctoral Theses, Higher Education, \*Instruction, Interests, \*Mathematics Education, Programed Instruction, \*Research, Secondary Education, Student Testing, Teaching Methods, Test Results  
Identifiers—\*Aptitude Treatment Interaction, Research Reports

For this study, nine mental factors were selected from Guilford's structure of intellect model, and eight interest factors identified from a factor analysis of the Thinking Interest Survey. These factors were then treated as dependent variables in the assessment of two methods of teaching algebra to 244 college students. Students were assigned to lecture instruction ( $n = 103$ ) or programed instruction ( $n = 121$ ) treatments

within a regular mathematics class. Near the beginning of the course all students were administered mental and interest tests. Scores on achievement tests administered during the course were used to classify students in success and non-success groups. A stepwise discriminant analysis was used to test research hypotheses. Results indicated that the 17 variables did discriminate among the success and non-success groups for each instructional method. The set of combined variables which contributed to success in programed instruction were interest in convergent thinking, interest in divergent thinking, interest in nonsequential thinking, and convergent production of symbolic systems. For lecture instruction the set of combined variables contributing most to success included all of these as well as interest in non-specific thinking and convergent production of symbolic relations, the only variables which differentiated between success groups for the two instructional methods. (SD)

ED 108 924

SE 019 142

Malo, George Edward

# Differential Treatments in Learning Disjunctive Concepts in Mathematics.

Pub Date 74

Note—141p.; Ph.D. Dissertation, University of Illinois at Urbana-Champaign  
Available from—University Microfilms, 300 North Zeeb Road, Ann Arbor, Michigan 48106 (Order No. 75-363, MF-\$5.00, Xerography-\$11.00)

## Document Not Available from EDRS

Descriptors—Comparative Analysis, \*Concept Formation, Concept Teaching, Doctoral Theses, Higher Education, \*Instruction, Learning, Logic, Mathematical Concepts, \*Mathematics Education, Programed Instruction, \*Research, Student Testing, \*Teaching Methods, Test Results  
Identifiers—Research Reports

This study was designed to test the effectiveness of providing students with instruction on how to use the information contained in examples and non-examples of disjunctive concepts, and of five different instructional sequences of examples and non-examples. Students (192) enrolled in a mathematics course for prospective elementary teachers served as subjects. Subjects (90) in the experimental group received programed instruction on the use of examples and nonexamples in the learning of disjunctive concepts; controls received no comparable instruction. Experimental and control groups both consisted of five subgroups, one for each of five exemplification strategies used in teaching twelve disjunctive mathematical concepts. All teaching was by programed instruction. A 72-item test of concept attainment was constructed and used as the criterion measure. For each concept taught this instrument contained two items at each of three cognitive levels: (1) terminology, translation, recognition; (2) classification and selection of examples and non-examples; (3) analysis; synthesis, evaluation. Results indicated no difference between experimental and control groups, suggesting that subjects already knew how to use exemplification information. Overall there was no difference attributable to exemplification sequence; on level (2) items, however, a difference favoring the all examples sequence was found. (SD)

ED 108 925

SE 019 143

Moyer, Robert Eugene

# Effects of a Unit in Probability on Ninth Grade General Mathematics Students' Arithmetic Computation Skills, Reasoning, and Attitude.

Pub Date 74

Note—178p.; Ph.D. Dissertation, University of Illinois at Urbana-Champaign  
Available from—University Microfilms, 300 North Zeeb Road, Ann Arbor, Michigan 48106 (Order No. 75-377, MF-\$4.00, Xerography-\$11.00)

## Document Not Available from EDRS

Descriptors—Abstract Reasoning, \*Attitudes, \*Basic Skills, Comparative Analysis, Concept Teaching, Curriculum, Doctoral Theses, Games, Grade 9, Instruction, Mathematics Education, \*Probability, \*Research, Secondary Education, \*Secondary School Mathematics, Student Testing, Test Results  
Identifiers—Research Reports

This study was designed to test the hypothesis that use of a probability unit in ninth-grade general mathematics classes would yield student

improvement in computational skill, arithmetic reasoning, and attitude toward mathematics. A 47-page unit on probability (developed for this study) covered basic terminology, probability of events, favorable, and unfavorable outcomes of dice tossing, counting procedures, discussion of games of chance, and other topics. Three games, also developed for the study, were played twice a week to provide students with an opportunity to apply the probability concepts learned, and practice computational skills. The experimental and control groups each consisted of sixth ninth-grade classes; control classes used their regular instructional sequence. Pretests indicated no significant differences between groups on the criterion measures. After six weeks of instruction posttests were administered, including a test of knowledge of probability. Results did not support the hypotheses of the study. The only differences obtained were superior performance on the probability test by the experimental group ( $p$  less than .05), and improvement by experimental subjects on addition. (SD)

ED 108 926

SE 019 144

Nelson, Glenn Thomas

# The Effects of Diagram Drawing and Translation on Pupils' Mathematics Problem-Solving Performance.

Pub Date 74

Note—239p.; Ph.D. Dissertation, The University of Iowa

Available from—University Microfilms, 300 North Zeeb Road, Ann Arbor, Michigan 48106 (Order No. 75-1234, MF-\$5.00, Xerography-\$11.00)

## Document Not Available from EDRS

Descriptors—\*Diagrams, Doctoral Theses, Elementary Education, \*Elementary School Mathematics, \*Instruction, Mathematics Education, \*Problem Solving, \*Research  
Identifiers—Research Reports

This study investigated the effectiveness of teaching sixth-grade students to use diagrams, sketches, and pictures in solving arithmetic word problems. Three instructional groups were formed from a pool of 362 subjects. Group 1 practiced solving problems using only verbal statements; group 2 practiced on problems presented in word form, sometimes with accompanying diagrams, but received no instruction on diagram construction; group 3 practiced on the same types of problems as group 2, and also received instruction in translating from verbal to diagrammatic statements, and vice-versa. Results indicated that while practice on problems presented in diagrammatic form helped students solve problems in that form, diverse practice and instruction on diagramming did not significantly affect their ability to solve word problems, although they did frequently use this method. (SD)

ED 108 927

SE 019 145

Dirkes, Margaret Ann

# The Effect of Divergent Thinking Experiences on Creative Production and Transfer Between Mathematical and Nonmathematical Domains.

Pub Date 74

Note—144p.; Ed.D. Dissertation, Wayne State University

Available from—University Microfilms, 300 North Zeeb Road, Ann Arbor, Michigan 48106 (Order No. 74-29,798, MF-\$5.00, Xerography-\$11.00)

## Document Not Available from EDRS

Descriptors—Algebra, \*Creative Thinking, Divergent Thinking, Doctoral Theses, Geometry, Mathematics Education, \*Problem Solving, \*Research, Secondary Education, \*Secondary School Mathematics, \*Transfer of Training  
Identifiers—Research Reports

This study provides an integrated investigation of creative thinking, mathematical and nonmathematical problem solving, and transfer of training among secondary-school students. Fifty-two geometry students participated in a two-week Divergent Thinking Activities program developed by the experimenter. In addition to this group, 30 geometry students and 28 advanced algebra students who had completed the geometry course participated in testing which used two forms of verbal and figural Torrance Tests of Creative Thinking. Data were submitted to bivariate and multivariate analyses of variance. On tests of verbal fluency, flexibility and originality, the control group differed significantly from both the algebra

group ( $P$  less than .002) and the experimental group ( $P$  less than .001). Scores on the verbal tests were significantly different for all comparisons with the experimental group scoring highest and the algebra group lowest. A  $t$ -test indicated that the experimental group showed significantly gains in figural originality during the treatment. No specific conclusions regarding transfer between domains were reached. (SD)

ED 108 928

SE 019 146

Pigford, Valma Darleen

# A Comparison of an Individual Laboratory Method with a Group Teacher Demonstration Method in Teaching Measurement and Estimation in Metric Units to Preservice Elementary Teachers.

Pub Date 74

Note—144p.; Ph.D. Dissertation, The Florida State University

Available from—University Microfilms, 300 North Zeeb Road, Ann Arbor, Michigan 48106 (Order No. 75-941, MF-\$5.00, Xerography-\$11.00)

## Document Not Available from EDRS

Descriptors—Doctoral Theses, Elementary School Mathematics, Higher Education, Instruction, \*Laboratories, \*Mathematics Education, Measurement, \*Metric System, \*Research, \*Teacher Education  
Identifiers—\*Estimation, Research Reports

Two methods of instructing preservice elementary teachers in the metric system are compared in this study. In the laboratory method 28 subjects handled equipment and participated in measurement and estimation activities. The 29 subjects in the lecture demonstration group met as a class and individually recorded results of the same activities performed by the lecturer. All students covered four units dealing with length, weight, capacity, and temperature. Tasks within units were directed to four objectives: selecting appropriate units, reading instruments, converting between units, and estimating quantitative properties of familiar objects. Student progress was measured by pretest, posttest, and retention test, each consisting of 31 multiple-choice and 5 short-response items. All materials were experimenter developed. Covariate analyses and  $t$ -tests were used in data analysis; an alpha level of .05 was specified. No differences between groups were discovered on either the posttest or the retention test. Within groups all differences among pretest, posttest and retention test scores were shown to be significant. On the basis of these results the author recommends that the lecture demonstration method be used in situations where cost-effectiveness is a consideration. (SD)

ED 108 929

SE 019 147

Fox, Lynn Hussey

# Facilitating the Development of Mathematical Talent in Young Women.

Pub Date 74

Note—218p.; Ph.D. Dissertation, The Johns Hopkins University

Available from—University Microfilms, 300 North Zeeb Road, Ann Arbor, Michigan 48106 (Order No. 74-29,027, MF-\$5.00, Xerography-\$11.00)

## Document Not Available from EDRS

Descriptors—Algebra, Doctoral Theses, \*Interests, Mathematics Education, \*Research, Secondary Education, \*Secondary School Mathematics, \*Sex Differences, \*Women's Education  
Identifiers—Research Reports

In this study the mathematical achievement, interests, and aspirations of seventh-grade girls given a specially designed algebra course were compared with that of matched male and female samples enrolled in a traditional co-educational course. Samples were matched for SAT math and verbal scores, and for parents' level of education. The experimental course was designed to appeal to the social interests of the students, and to increase their awareness of career opportunities in science and mathematics. All groups were given the Holland Vocational Preference Inventory before treatment; no statistically significant differences were observed. After treatment the experimental group was significantly more knowledgeable about algebra than either control group. No significant differences were exhibited for posttest scores on the SAT-M, but 11 experimental and no control subjects were placed in accelerated programs. After treatment experimental

girls showed more interest in investigative careers, and a somewhat higher level of career aspiration, than control girls. This difference was stable over a nine-month period. The author concludes that attention to the social interests of girls in planning accelerated mathematics courses is very important. (SD)

**ED 108 930** SE 019 148

McClintock, Coy Edwin

An Investigation of Transfer of Learning as Mediated by Three Instructional Methods of Teaching Selected Mathematical Generalizations.

Pub Date 74

Note—221p.; Ed.D. Dissertation, University of Georgia

Available from—University Microfilms, 300 North Zeeb Road, Ann Arbor, Michigan 48106 (Order No. 75-2624, MF-\$5.00, Xerography-\$11.00)

#### Document Not Available from EDRS

Descriptors—Discovery Learning, Doctoral Theses, \*Instruction, Learning Theories, Mathematics Education, \*Research, Secondary Education, \*Secondary School Mathematics, \*Teaching Methods, \*Transfer of Training Identifiers—Research Reports

This study was designed to compare the effects of three methods of mathematics instruction on variables related to transfer of learning. The three methods compared were expository, rule-and-example, and discovery; the dependent variables involved representational, contextual, and difficulty components of the domain of transfer. Students (N = 180) enrolled in geometry courses at several schools were given semi-programmed self-instructional booklets; each booklet reflected one of the three methods. All groups studied seven mathematical sequences. A posttest designed by the experimenter to yield scores on three factors was then administered. Students using all instructional modes were able to transfer learning to the new learning tasks. For all groups transfer to tasks similar to the training tasks was greater than transfer to very dissimilar tasks. Students in the highest achievement category showed greatest transfer for all variables. No significant differences attributable to instructional method were determined. (SD)

**ED 108 931** SE 019 149

Barton, Patricia Cole

The Effects of a Piagetian Geometry Model on Beginning School Children.

Pub Date 74

Note—232p.; Ed.D. Dissertation, University of Virginia

Available from—University Microfilms, 300 North Zeeb Road, Ann Arbor, Michigan 48106 (Order No. 75-2051, MF-\$5.00, Xerography-\$11.00)

#### Document Not Available from EDRS

Descriptors—Doctoral Theses, Elementary Education, \*Elementary School Mathematics, \*Geometric Concepts, Geometry, \*Learning Theories, \*Mathematics Education, \*Research, Topology

Identifiers—\*Piaget (Jean), Research Reports

This study was designed to determine if a group of five- and eight-year-old students' understanding of selected geometric ideas paralleled Piaget's topological, projective, and Euclidean thesis. Additional purposes were to investigate which geometric ideas the group learned easiest, and to examine the relationships between geometric understanding and factors related to age, ability, and teaching approaches. The sample, 12 five-year-olds and 12 eight-year-olds enrolled in a private school, was divided into high and low mathematical ability groups using standardized tests. Pre- and posttests were given using an instrument constructed by the experimenter from tasks abstracted from Piaget's research. Results of descriptive, subjective evaluation, confirmed by statistical analysis, support the progression advanced by Piaget. Recommendations for incorporating ideas into the elementary curriculum, and for further research, are offered. (Author/SD)

**ED 108 932** SE 019 164

Rue, Mary H. Grate, John H.

Revisions and Research Design for a Computer-Based Criterion-Referenced Testing Program, Model for Improving Basic Skills.

Pub Date 75

Note—10p.; Paper presented at the Annual Meeting of the American Educational Research Association (Washington, D.C., March 30-April 3, 1975)

**EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE**

Descriptors—\*Basic Skills, \*Criterion Referenced Tests, Educational Accountability, Elementary Education, Elementary School Mathematics, \*Item Analysis, \*Mathematics Education, Norm Referenced Tests, \*Test Construction, Testing Programs

Identifiers—Cincinnati Mathematics Inventories, Research Reports, \*Test Revision

This paper describes the methods used for revising the Cincinnati Mathematics Inventories, a battery of criterion-referenced tests of basic skills used in the Cincinnati Title III program and other city-wide special programs. Each of these tests is designed to cover a half-year of work; items are included to sample skills listed in the Catalog of Basic Skills used in the system. The tests are used in grades one through eight. The procedure by which the tests were revised involved twelve sequential steps. Skills listed in the catalog were revised, and items were individually examined to test their coherence with the revised skills. Item statistics (r-biserial and a difficulty index) were computed and negative discriminators were eliminated. Teacher criticisms of items were used in revising or discarding items. Items were compared on the basis of statistical properties with others from the same skill areas or strands to determine acceptability. Four criteria were used in selecting among items remaining in the pool. The author describes this method as an unorthodox combination of criterion-referenced and norm-referenced techniques which is dynamic, responsive to change, and acceptable to educational decision makers in Cincinnati. (SD)

**ED 108 933** SE 019 177

Rosenthal, Neal H.

A Career in Medicine. Revised Edition.

B'nai B'rith, Washington, D.C. Vocational Service.

Report No.—BBCCS-Pamphlet-1024

Pub Date 73

Note—22p.

Available from—B'nai B'rith Career and Counseling Services, 1640 Rhode Island Avenue, N.W., Washington, D.C. 20036 (Free)

**EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE**

Descriptors—\*Career Education, Health Occupations Education, \*Medical Education, \*Medicine, \*Occupational Guidance, Pamphlets, Professional Education, \*Vocational Counseling

This publication, a pamphlet included in the B'nai B'rith Occupational Brief Series, directs attention to the many fields of work that are concerned with our nation's health. This career brief focuses on the physician, the key occupation among many in the field of medicine. A list of the specialties recognized by the American Medical Association is presented. Location of employment and working condition factors are described. The need for licensure, the personal qualifications, the educational requirements and a brief description of premedical training are briefly summarized and presented in this booklet. Medical school educational costs, earnings, career advantages and disadvantages and employment outlook are other topics presented. Opportunities for women physicians are proposed as favorable. Related occupations are listed. A selected bibliography is included. (EB)

**ED 108 934** SE 019 178

Rosenthal, Neal H.

A Career in the Biological Sciences. Revised Edition.

B'nai B'rith, Washington, D.C. Vocational Service.

Report No.—BBCCS-Pamphlet-1019

Pub Date 72

Note—21p.

Available from—B'nai B'rith Career and Counseling Services, 1640 Rhode Island Avenue, N.W., Washington, D.C. 20036

**EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE**

Descriptors—\*Biological Sciences, Biology, Botany, \*Career Education, Health Occupations Education, Microbiology, \*Occupational Guidance, Pamphlets, Professional Education,

Science Education, \*Scientists, \*Vocational Counseling, Zoology

This publication, a pamphlet included in the B'nai B'rith Occupational Brief Series, directs its attention to man's attempts to develop greater knowledge and understanding of life's secrets so that he can improve his health and well-being, conserve and increase the fruitfulness of the earth, and cope with disease and pests. Life scientists study all forms of plant and animal life. The nature of work, the specialties and various ways in which these specialties are classified are presented and each is described briefly. The educational requirements for a career as a biological scientist are pointed out as are some of those personal qualifications needed for success. Facts about seeking employment, women's role in the professions, earnings, advantages and disadvantages, and employment outlook are discussed. A selected bibliography is included. (EB)

**ED 108 935** SE 019 179

Reyes-Guerra, David R.

Careers in Engineering.

B'nai B'rith, Washington, D.C. Vocational Service.

Report No.—BBCCS-Pamphlet-1018

Pub Date 72

Note—28p.

Available from—B'nai B'rith Career and Counseling Services, 1640 Rhode Island Avenue, N.W., Washington, D.C. 20036

**EDRS Price MF-\$0.76 HC-\$1.95 PLUS POSTAGE**

Descriptors—Aerospace Education, \*Career Education, \*Engineering, \*Engineering Technicians, Engineering Technology, \*Occupational Guidance, Pamphlets, Professional Education, Science Education, \*Vocational Counseling

This publication, a pamphlet included in the B'nai B'rith Occupational Brief Series, directs its attention to the profession of engineering. It is described as that profession in which knowledge of the mathematical and natural sciences, gained by study, experience, and practice, is applied with judgment to develop ways to utilize economically the materials and forces of nature for the benefit of mankind. The education needed and personal requirements expected are presented; opportunities for minority youths are stressed. Fields of specialization, aeronautical and astronautical engineering, agricultural engineering, ceramic engineering, chemical, civil, electrical, industrial, mechanical, mining and metallurgical as well as general engineering are briefly discussed. Other points of interest presented include opportunities for men and women, salaries, hours and working conditions, advantages and disadvantages, and employment outlook. Listed are colleges accredited by the Engineers Council for Professional Development. A bibliography is included. (EB)

**ED 108 936** SE 019 180

Kitchell, Frank M.

Careers in Optometry.

B'nai B'rith, Washington, D.C. Vocational Service.

Report No.—BBVS-Pamphlet-1005

Pub Date 68

Note—17p.

Available from—B'nai B'rith Career and Counseling Services, 1640 Rhode Island Avenue, N.W., Washington, D.C.

**EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE**

Descriptors—\*Career Education, Eyes, \*Health Occupations Education, \*Occupational Guidance, \*Optometrists, Professional Education, \*Vocational Counseling

This publication, a pamphlet included in the B'nai B'rith Occupational Brief Series, directs its attention to that profession specifically licensed to care for human vision. The nature of work and the fields of specialization within the profession are described. Personal qualifications, educational and national (governmental) requirements, and opportunities available for financial aid are discussed. Occupational factors, earnings, employment opportunities, advantages and disadvantages are described. Opportunities for women in optometry are improving. Opportunities for minority youth are also presented. A bibliography is included. (EB)

**ED 108 937** SE 019 181

Gable, Fred B.

Careers in Pharmacy.



B'nai B'rith, Washington, D.C. Vocational Service.

Report No.—BBVS-Pamphlet-1013

Pub Date 71

Note—21p.

Available from—B'nai B'rith Career and Counseling Services, 1640 Rhode Island Avenue, N. W., Washington, D. C. 20036

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—\*Career Education, \*Health Occupations, Health Services, \*Occupational Guidance, Pamphlets, \*Pharmacists, Professional Education, Professional Occupations, Science Education, \*Vocational Counseling

This publication, a pamphlet included in the B'nai B'rith Occupational Brief Series, directs itself to that profession that deals with medicinal substances. The pharmacist is responsible for the preparation and distribution of drugs. Fields of specialization are briefly described, identifying the nature of work involved. Licensure is required and given some attention in this publication. Personal qualifications are given and educational requirements are summarized. Opportunities for women in pharmacy are growing. Employment outlook, advantages and disadvantages, opportunities for Jewish and other minorities are discussed. Schools of pharmacy accredited by the American Council on Pharmaceutical Education are listed with their mailing address included. A bibliography is also included. (EB)

ED 108 938

SE 019 182

Johnson, Wilbur V.

Careers in Physics.

B'nai B'rith, Washington, D.C. Vocational Service.

Report No.—BBCCS-Pamphlet-1016

Pub Date 72

Note—21p.

Available from—B'nai B'rith Career and Counseling Services, 1640 Rhode Island Avenue, N. W., Washington, D. C. 20036

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—\*Career Education, \*Occupational Guidance, Physical Sciences, \*Physics, Professional Education, \*Science Education, Scientists, \*Vocational Counseling

This publication, a pamphlet included in the B'nai B'rith Occupational Brief Series, directs its attention to the personal traits and interests that a young person should possess to undertake serious study of physics. The nature of the science of physics is briefly presented, as well as the nature of the physicist. The subject matter of physics is described and a list of subfields is included. Careers in physics teaching, research, and administration are considered as three categories into which physicists fall. It is pointed out that the study of physics can also be used as a springboard to careers in other fields and presents several examples. Educational preparation and counseling services are presented. Factors related to job opportunities, salaries received, and employment outlook for men, women, Jewish and other minorities are reviewed. A selected bibliography is presented. (EB)

ED 108 939

SE 019 191

Science, Grade 3. State Assessment of Educational Progress in North Carolina, 1973-74.

North Carolina State Dept. of Public Instruction, Raleigh, Div. of Research.

Pub Date Feb 75

Note—48p.

EDRS Price MF-\$0.76 HC-\$1.95 PLUS POSTAGE

Descriptors—\*Academic Achievement, \*Educational Assessment, Educational Research, Elementary Education, \*Elementary School Science, Evaluation, Grade 3, Instruction, \*Program Evaluation, \*Science Education

Identifiers—\*North Carolina, Research Reports

This report represents part of a total effort to initiate better management techniques for state-local educational planning. It involves a three-year cycle of assessment in grades 3, 6, and 9, to include information from teachers and principals as well as students. Chapter 1 provides a comprehensive report of the entire assessment program. It includes the stated purpose, the implementation procedure, type of instruments used and tabulated information related to interpreting scores from objective-based test administered. Highlights of results from the science assessment are presented. Chapter 2 presents a comprehensive

report of science achievement. A description of the test used is given. Ten objectives were cited and results for each objective are reported. Overall achievement is summarized as well as results according to family income, parental education level, and region. (Author/EB)

ED 108 940

SE 019 220

Stapleton, Richard J.

Elementary Science Program.

Wappingers Central School District 1, Wappingers Falls, N.Y.

Pub Date Jan 75

Note—27p.

EDRS Price MF-\$0.76 HC-\$1.95 PLUS POSTAGE

Descriptors—Behavioral Objectives, Biological Sciences, \*Curriculum Development, Earth Science, Elementary Education, \*Elementary School Science, Environmental Education, Physical Sciences, \*Program Descriptions, Science Education

Identifiers—New York

Presented is an elementary school science program designed to offer a basic continuum of process objectives and concepts. A brief history of the development of the Wappingers Central School District's Elementary Science Committee is presented to help lay the groundwork for the redesigning of the science program described. Potential advantages hoped to be accrued are listed and goals are presented. The scope and sequence of the program is described in both narrative and schematic form. Each major concept is presented and objects for each grade level, K through six, are included. Experiences relating to the scope and sequence of the program are related to New York State Guides—"Science for Children." (Author/EB)

ED 108 941

SE 019 224

Blanpied, William A., Ed. Shelanski, Vivien, Ed. Program on Public Conceptions of Science, Newsletter 11.

Harvard Univ., Cambridge, Mass. Program on Public Conceptions of Science.

Spons. Agency—National Science Foundation, Washington, D.C.

Pub Date Apr 75

Note—61p.

Available from—Program on Public Conceptions of Science, 358 Jefferson Physical Laboratory, Harvard University, Cambridge, Massachusetts 02138 (free)

Document Not Available from EDRS

Descriptors—Annotated Bibliographies, \*Ethics, Higher Education, Humanities, \*Newsletters, Public Opinion, Science Courses, Science Education, Science Programs, \*Sciences, \*Technology, \*Values

This issue contains usual features of an annotated bibliography related to science and society and a general news and communications section. The remainder of the publication focuses on the interaction of science and ethics, both within the academic community and without, among scientists and non-scientists alike. One section consists of brief descriptions of a sampling of academic programs and courses covering topics in the science-technology-values area. An essay, "Science, Objectivity, and Moral Values," by Dr. Bernard D. Davis, is found in another section. In this issue, bibliography entries have been listed alphabetically, with items pertaining more specifically to the ethical implications of science and technology marked by an asterisk. (Editors/EB)

ED 108 942

SE 019 230

The Human Resources of Science and Engineering - Today and Tomorrow.

Scientific Manpower Commission, Washington, D.C.

Pub Date Feb 75

Note—106p.; A symposium at the annual meeting of the American Association for the Advancement of Science (January 1975)

EDRS Price MF-\$0.76 HC-\$5.70 PLUS POSTAGE

Descriptors—\*Engineering, Engineering Education, Human Resources, \*Manpower Development, \*Manpower Utilization, Physical Sciences, Science Education, \*Scientific Manpower

This publication is a collection of 15 illustrated papers presented at a symposium at the annual meeting of the American Association for the Advancement of Science, 1975. Manpower specialists examined the present utilization of manpower in each of several science and engineering fields. Past projections of supply and demand were compared with what really happened. The nature and quality of career guidance in science and engineering included a special look at guidance for girls and minority youths. Field by field enrollment information shows some trends that will change the relative supply of new graduates in science and engineering over the next few years. Policies and practice learning toward future balances in the supply of and demand for scientists and engineers are encouraged. (Author/EB)

ED 108 943

SE 019 231

Program of Studies, Science, K-12.

Fairfax County Schools, Va.

Pub Date 74

Note—99p.

EDRS Price MF-\$0.76 HC-\$4.43 PLUS POSTAGE

Descriptors—\*Course Content, Curriculum, \*Elementary School Science, Elementary Secondary Education, \*Program Descriptions, \*Science Curriculum, Science Education, Science Programs, \*Secondary School Science

Identifiers—Fairfax County Schools, Virginia

Presented is one of a series of publications, Resources in Education, related to the Science Program of the Fairfax County Public Schools, 1974. A program description for K through 12 is presented to include the major goals of science education. A program description of each level is presented and Primary, Middle Elementary and Upper Elementary science units are included. The program of studies for grades K-6 is presented in a separate section, Section B, and that for grades 7-12 is under separate cover. A seventh grade Environmental Science course is outlined. The program includes Introductory Physical Science (IPS), Earth Science (ESCP), Biology (BSCS), Special Materials Biology, CHEM Study and both PSSC and Project Physics. Biology II and Advanced Chemistry are also included. (EB)

ED 108 944

SE 019 301

Haysom, J. T., Ed. Sutton, C. R., Ed.

Activities and Experiences. A Bank of Ideas for Professional Courses.

Pub Date 74

Note—350p.; See SE 019 302-308 for others in the series

Available from—McGraw-Hill Book Company (UK) Limited, Shoppenhangers Road, Maidenhead, Berkshire, SL6 2QL, England

Document Not Available from EDRS

Descriptors—Higher Education, \*Instructional Materials, Preservice Education, Professional Education, \*Science Education, \*Science Teachers, \*Teacher Education, Teaching Guides, Teaching Methods

Identifiers—\*Science Teacher Education Project, STEP

This publication, one of a series of books published through the Science Teacher Education Project, is considered as a bank of ideas for professional education courses. The book comes in a loose-leaf format containing color-coded pages of four different kinds. Blue pages present introductory material and commentary on ways to use the collection. Descriptions of the 97 activities included in the series are on buff pages. In a third section, master copies of student teachers' data sheets, worksheets, and materials for use in activities are presented. Reference numbers at the bottom of the pages can be read in conjunction with the list of activities to provide a guide for one possible way of assembling the material. Other ways of organizing or using the materials are discussed. It is hoped that the format will assess users in developing their own bank of ideas by means of additions and re-arrangements. (Author/EB)

ED 108 945

SE 019 302

Graham, Mike, Ed.

Film Review. Films for Use in Professional Courses.

Pub Date 74

Note—100p.; See SE 019 301-308 for others in the series

Available from—McGraw-Hill Book Company (UK) Limited, Shoppenhangers Road, Maidenhead, Berkshire, SL6 2QL, England

Document Not Available from EDRS

**Descriptors**—Film Libraries, \*Films, Higher Education, \*Instructional Films, \*Preservice Education, Professional Education, \*Science Education, Science Teachers, \*Teacher Education  
**Identifiers**—Science Teacher Education Project, STEP

This book contains a detailed review of over ninety films in the professional preparation of teachers. It is one of eight publications which have been produced by the Science Teacher Education Project. Some of the films have become integral parts of the learning experiences which college and university people have prepared and others are considered to provide excellent support material. Addresses of film distributors and libraries are presented. Each film reviewed contains a brief description of the content, an account of the sequential structure, an appraisal by someone who has used the films with students, possible applications and details of availability. Only films relating to the teaching of science are presented and reviewed. The films are arranged alphabetically. All the films are 16mm, with sound; those in color have been noted. Most films require a rental fee; those available on loan at no charge are indicated. (EB)

**ED 108 946** SE 019 303

*Hayson, J. T., Sutton, C. R.*  
**Innovation in Teacher Education.**  
Pub Date 74

Note—110p.; See SE 019 301-308 for others in the series

Available from—McGraw-Hill Book Company (UK) Limited, Shoppenhangers Road, Maidenhead, Berkshire, SL6 2QL, England

**Document Not Available from EDRS**

**Descriptors**—Curriculum, Higher Education, \*Instructional Innovation, \*Instructional Materials, Professional Education, \*Science Education, Science Teachers, \*Teacher Education, \*Teacher Education Curriculum  
**Identifiers**—Science Teacher Education Project, STEP

Those who wish to explore new approaches in the education of undergraduates may find in this case study techniques which can be employed in their particular field. The strategy of curriculum development described and discussed begins with a community of interested people pooling ideas and devising a range of student activities. In Chapter 2 a description is given on the origins of the Science Teacher Education Project, the feature of the community of science education tutors which made it possible, and the way it worked. Chapters 3 and 4 deal with the reasons for considering student activity rather than the teaching method, and with the options that are available outside the confines of conventional lectures, seminars or tutorials. In Chapter 5, the progress made in the project is described. The objectives of teacher education and ways used to improve the design of the challenges offered to student teachers are described in Chapter 6. In the final two chapters, incorporation of new ideas and evaluation of the project are presented. (Author/EB)

**ED 108 947** SE 019 304

*Schofield, Roy, Ed.*  
**Meadowbank School. Case Studies in Education.**  
Pub Date 74

Note—80p.; See SE 019 301-308 for others in the series

Available from—McGraw-Hill Book Company (UK) Limited, Shoppenhangers Road, Maidenhead, Berkshire, SL6 2QL, England

**Document Not Available from EDRS**

**Descriptors**—\*Case Studies (Education), \*Higher Education, Instructional Materials, Learning Activities, Preservice Education, Professional Education, \*Science Education, Science Materials, \*Science Teachers, \*Teacher Education  
**Identifiers**—Science Teacher Education Project, STEP

This book, one of the eight publications prepared by the Science Teacher Education Project, describes problems and events occurring in a school, each written in the form of a case study. Most of the case studies in this book have been selected from trial materials and suitably modified in light of the experience gained. All have been adopted to fit the context of an imaginary comprehensive school called Meadowbank. The case studies range widely, embracing a host of pedagogical issues. Many formats are used to provide variety: sometimes in-tray letters, some-

times transcripts of conversations, sometimes descriptive narratives. A number of questions are included at the end of each case study. It is suggested that students attempt to answer these questions on an individual bases followed by group discussions. References are cited as well as bibliographies on the use of case studies. A description of the imaginary school, its staff, communication within the school and a description of the science department's curriculum and examinations precedes the various case studies. (Author/EB)

**ED 108 948** SE 019 305

*Hayson, J. T., Ed. Sutton, C. R., Ed.*  
**Theory Into Practice. Activities in School for Student-Teachers.**

Pub Date 74

Note—88p.; See SE 019 301-308 for others in the series

Available from—McGraw-Hill Book Company (UK) Limited, Shoppenhangers Road, Maidenhead, Berkshire, SL6 2QL, England

**Document Not Available from EDRS**

**Descriptors**—Higher Education, \*Instructional Materials, \*Learning Activities, Preservice Education, Professional Education, Science Activities, \*Science Education, Science Materials, \*Science Teachers, Student Teachers, \*Teacher Education  
**Identifiers**—Science Teacher Education Project, STEP

This book, one of eight publications prepared by the Science Teacher Education Project, has as its primary objective to assist in the training of teachers with special attention given to relating an elaborate and expanding body of theoretical understanding to the realities of teaching difficult things to awkward children in unsuitable places. It places the responsibility for professional development and for integration of theory with practice on the teacher himself, preferably working as a member of a group with experienced help available. It is considered a book to be used as a guide to things to do in school. In addition to a narrative discussion pertinent to specific topics, assignments, checklists, questions for discussion and suggested readings are included. (Author/EB)

**ED 108 949** SE 019 306

*Carre, Clive, Ed. Head, John, Ed.*  
**Through the Eyes of the Pupil. A Collection of Pupils' Writings.**

Pub Date 74

Note—78p.; See SE 019 301-308 for others in the series

Available from—McGraw-Hill Book Company (UK) Limited, Shoppenhangers Road, Maidenhead, Berkshire, SL6 2QL, England

**Document Not Available from EDRS**

**Descriptors**—Creative Thinking, \*Higher Education, \*Instructional Materials, Preservice Education, Professional Education, \*Science Education, \*Science Teachers, Student Writing Models, \*Teacher Education  
**Identifiers**—Science Teacher Education Project, STEP

This publication, one of a series published as a result of the Science Teacher Education Project, contains a collection of student writings for discussions to bring out some of the problems of teaching science and to reveal learning and schooling from the child's point of view. The publication is meant to be one of several resources for learning about teaching. It takes its place alongside sound and video recordings of lessons or case studies of events in schools. Each chapter takes a different theme, overlapping with others, and each chapter has a commentary indicating some features of interest. Some activities include pictures or diagrams made by the students in their attempt to describe the scientific phenomena being studied. (Author/EB)

**ED 108 950** SE 019 307

*Jenkins, Edgar, Ed. Whitfield, Richard, Ed.*  
**Readings in Science Education. A Source Book.**

Pub Date 74

Note—132p.; See SE 019 301-308 for others in the series

Available from—McGraw-Hill Book Company (UK) Limited, Shoppenhangers Road, Maidenhead, Berkshire, SL6 2QL, England

**Document Not Available from EDRS**

**Descriptors**—Higher Education, \*Instructional Materials, Preservice Education, Professional

Education, \*Reading Materials, \*Science Education, \*Science Teachers, Student Teachers, \*Teacher Education  
**Identifiers**—Science Teacher Education Project, STEP

The purpose of this book, one of a series of publications from the Science Teacher Education Project, is to provide a collection of some important readings in science education for student teachers, inservice teachers and others interested in this field of study. The selection of readings reflects international appeal and applicability of science education as a field of study; a significant number, however, were drawn from what was considered untapped British sources. The seven chapters proceed logically from the nature, place and aims of science within education, through relationships and communications with pupils, resources, teaching methods, assessment, and aspects of course design. The readings are accompanied with author comments, questions for discussion, and in some cases opposing and provocative views for the reader to consider. (Author/EB)

**ED 108 951** SE 019 308

*Sutton, C. R., Ed. Hayson, J. T., Ed.*  
**The Art of the Science Teacher.**

Pub Date 74

Note—163p.; See SE 019 301-307 for others in the series

Available from—McGraw-Hill Book Company (UK) Limited, Shoppenhangers Road, Maidenhead, Berkshire, SL6 2QL, England

**Document Not Available from EDRS**

**Descriptors**—Higher Education, Inservice Teacher Education, \*Instructional Materials, Preservice Education, Professional Education, \*Reading Materials, \*Science Education, \*Science Teachers, \*Teacher Education  
**Identifiers**—Science Teacher Education Project, STEP

This book, one of a series of publications from the Science Teacher Education Project, includes background readings suitable for student-teachers and in-service teachers. Writings included relate to such topics as purpose, aims, and objectives for science teaching; the nature of science and scientific inquiry; and relationship and communication between teachers and pupils. Teaching methods, design and improvement of lessons and courses are included in the readings for Part 4. Part 5 presents readings related to management problems and Part 6 includes material on pressures and constraints from outside. The appendices include some sources of help and information and a list of major curriculum projects in science in the United Kingdom, 1962-73. (Author/EB)

**ED 108 952** SE 019 316

**Separately Budgeted Academic R & D Expenditures Decline in Real Terms in FY 1974. Science Resources Studies Highlights, April 21, 1975.**

National Science Foundation, Washington, D.C. Div. of Science Resources Studies.  
Report No.—NSF-75-306

Pub Date 21 Apr 75

Note—4p.; print too small for adequate reproduction

Available from—ERIC/SMAC, The Ohio State University, 400 Lincoln Tower, Columbus, Ohio 43210 (on loan)

**Document Not Available from EDRS**

**Descriptors**—\*Annual Reports, College Science, \*Educational Finance, Engineering Education, \*Federal Aid, Financial Support, \*Higher Education, \*Research, Science Education, Scientific Research

**Identifiers**—\*National Science Foundation, NSF  
This report presents preliminary data from the National Science Foundation's Survey of Scientific Activities of Institutions of Higher Education - Current and Capital Expenditures for Research, Development, and Instruction in the Sciences and Engineering, Fiscal Year 1974. Mail questionnaires were sent to 621 universities and colleges, including all institutions that grant doctorate or master's degrees in the sciences, and all other academic institutions that performed \$50,000 or more in research and development. Figures shown in this report represent universe totals since estimates, accounting for about seven percent of total research and development expenditures, were made for all nonrespondent institutions. Tabulated data show change in current

research and development expenditures of universities and colleges by field of science and control over fiscal years 1973 and 1974. Summary data are included. (Authors/EB)

**ED 108 953** SE 019 317

Wideman, Marvin F.  
**The Psychological Underpinnings of Curricula: An Empirical Study.**

Pub Date Mar 75

Note—12p.; Paper presented at the annual meeting of the American Educational Research Association (Washington, D.C., March 30-April 3, 1975)

**EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE**

Descriptors—Cognitive Development, \*Curriculum, Educational Research, Elementary Education, \*Elementary School Science, \*Learning Theories, \*Science Course Improvement Project, Science Curriculum, Science Education

Identifiers—Elementary Science Study, ESS, Research Reports, SAPA, Science A Process Approach

This document describes an empirical study on the patterns of teacher behavior and a comparison of student outcomes from two settings where different programs (types of curricula) were used. The two psychological positions identified within the curricula were stated to have been operationalized in the two programs developed for the elementary school, Elementary Science Study (ESS) and Science - A Process Approach (SAPA). The former reflects the cognitive restructuring approach and the latter, the behavioral approach. The paper presents briefly the procedural factors of the research to include instruments used and a brief report of the results of the study. It was concluded that the results of the study suggested that the two environments were perceived differently by teachers and functioned differently in practice; some objective evidence was obtained to indicate that student outcomes were sensitive to the two environments. (Author/EB)

**ED 108 954** SE 019 331

Science Education Newsletter No. 26.  
British Council, London (England). Science Dept.

Pub Date Jan 75

Note—37p.

**EDRS Price MF-\$0.76 HC-\$1.95 PLUS POSTAGE**

Descriptors—Curriculum, \*General Education, Higher Education, \*International Education, \*Mathematics Education, \*Newsletters, Program Descriptions, Publications, \*Science Education

Identifiers—\*Great Britain

This newsletter briefly describes present activities, projects, and publications in the areas of science education, mathematics education, and general education in Great Britain. Short articles on activities in Europe, Vancouver (Canada) and Tokyo are included along with descriptions of overseas activities in Germany, Nigeria and Singapore. (Author/EB)

**ED 108 955** SE 019 345

Vaidya, Narendra  
**How Children Discover Knowledge.**

Pub Date 74

Note—315p.

Available from—Oxford & IBH Publishing Company, 66 Janpath, New Delhi 110001, India (no price quoted); ERIC/SMAC, The Ohio State University, 400 Lincoln Tower, Columbus, Ohio 43210 (on loan)

**EDRS Price MF-\$0.76 HC-\$15.86 PLUS POSTAGE**

Descriptors—\*Discovery Learning, Elementary Secondary Education, \*Instruction, International Education, \*Learning Activities, Learning Processes, Problem Solving, \*Science Education, \*Science Instruction, Scientific Enterprise

Identifiers—India

Described is the nature of scientific enterprise, the nature of thinking and problem solving, and the nature of science as an adventure. It is suggested that teachers of science could use this book to help make science education a liberating and intellectually stimulating experience. It is a book which treats exhaustively the theoretical and practical foundations of student investigations in science. It is addressed to the individual

science teachers and their students, for carrying on securely the entire process of scientific inquiry, accomplishing in the process, the skills needed to produce high standard project reports. The book is organized into eight chapters. The first chapter is elementary and encourages the readers to investigate aspects of science. The other chapters relate to problem solving, science history, exposure to fundamental scientific phenomena, some specimen projects, investigative questions, and project ideas. An extensive reference list, by chapters, is included. (Author/EB)

**ED 108 956** SE 019 369

Shelanski, Vivien, Ed. **Blanpied, William A., Ed. Program on Public Conceptions of Science, Newsletter 12.**

Harvard Univ., Cambridge, Mass. Program on Public Conceptions of Science.

Spons Agency—National Science Foundation, Washington, D.C.

Pub Date Jun 75

Note—65p.

Available from—Program on Public Conceptions of Science, 358 Jefferson Physical Laboratory, Harvard University, Cambridge, Massachusetts 02138 (free)

**Document Not Available from EDRS**

Descriptors—Annotated Bibliographies, Humanities, Humanization, \*Laws, \*Newsletters, \*Public Opinion, \*Science Education, Sciences, \*Scientific Enterprise

Identifiers—National Science Foundation, NSF

This newsletter presents a summary of important, but little publicized, issues involving the National Science Foundation. In addition, it also contains a timetable of impending actions to be taken by congressional committees, and a list of documents and articles where additional information can be found. In addition to the regular sections, News Items and the continuing Bibliography, this issue contains an essay and bibliography, "Literature of the Law-Science Confrontation, 1965-1975," prepared under the direction of Morris L. Cohen, Harvard Law School. This is the fourth in the series of original essays on special aspects of science, ethics, and public understanding to appear in this publication. Results of a reader survey are published. Future plans for the Newsletter are presented. (Editors/EB)

**ED 108 957** 95 SE 019 383

Burke-Merkle, Ann Hooper, Frank H.

**Logial Task Performance in the Preschool: The Effects of Classification and Seriation Instruction. Technical Report No. 270.**

Wisconsin Univ., Madison. Research and Development Center for Cognitive Learning.

Spons Agency—National Inst of Education (DHEW), Washington, D.C. Career Education Program.

Pub Date Sep 73

Contract—NE-C-00-3-0065

Note—26p.

**EDRS Price MF-\$0.76 HC-\$1.95 PLUS POSTAGE**

Descriptors—Cognitive Development, Conservation (Concept), Developmental Tasks, Educational Research, Instruction, \*Learning, \*Preschool Education, \*Science Education, \*Seriation Learning, \*Transfer of Training

Identifiers—Piaget (Jean), Research Reports

The efficacy of small group instructional programs in classificatory, seriation, and combined class/series skills was evaluated for a sample of 60 urban, middle-class, 4- to 5-year-old children in a transfer of training design. Significant curriculum-specific transfer effects were found for the seriation instructional condition, whereas little differences were found for the classification, verbal intelligence, and far-transfer conservation task measures. Sex differences, school location effects, teacher biases, and pretesting effects were generally absent. The apparent feasibility of seriation skill instruction for preschool-aged children and the general noneffectiveness of the classificatory and combined instructional conditions, particularly insofar as far-transfer effects are concerned, suggest a nonunitary picture of cognitive functioning during the transitory phases between preoperational and concrete operational period thought. (Author)

**ED 108 958** SE 019 452

Chirichello, John R. And Others

**National Patterns of R & D Resources, Funds & Manpower in the United States 1953-1975.**

National Science Foundation, Washington, D.C.

Report No.—NSF-75-307

Pub Date Apr 75

Note—69p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (\$1.15)

**EDRS Price MF-\$0.76 HC-\$3.32 PLUS POSTAGE**

Descriptors—Colleges, \*Educational Finance, Engineers, Federal Government, \*Financial Support, \*Higher Education, Industry, \*Manpower Needs, Manpower Utilization, National Surveys, Program Budgeting, \*Research, \*Research and Development Centers, Science Education, Scientific Personnel, Tables (Data), Universities

Identifiers—National Science Foundation, NSF

This report contains a summary of the allocation of funds and manpower among the four sectors of the economy—federal government, industry, universities and colleges, and other nonprofit institutions. Funding data include basic research, applied research, and development, covering years 1953-75. Time series on R and D scientific and engineering manpower employed by each sector are presented for 1954-74. Highlights indicate: (1) total R and D spending in the U.S. is projected at \$34.3 billion in 1975, 7 percent above the 1974 level of \$32 billion; (2) in 1975 the U.S. is expected to devote 2.3 percent of its gross national product (GNP) to R and D activities; (3) the federal government will support 53 percent of the total U.S. R and D effort in 1975; two-thirds of this will be in areas of defense and space; (4) basic research spending is estimated at \$4.1 billion in 1975; and (5) nearly 528,000 scientists and engineers were employed on a full-time-equivalent basis on R and D activities in 1974. (Author/EB)

**ED 108 959** SE 019 459

Christofferson, Halbert Carl  
**Geometry Professionalized for Teachers.**

Pub Date 33

Note—209p.

**EDRS Price MF-\$0.76 HC-\$10.78 PLUS POSTAGE**

Descriptors—Course Content, \*Curriculum, \*Geometry, Instruction, Mathematics, \*Mathematics Education, Science Education History, Secondary Education, \*Secondary School Mathematics, \*Teacher Education, Teaching Methods, Teaching Techniques, Textbooks

Identifiers—\*Professionalized Subject Matter, Proof (Mathematics)

Written in 1933, this book grew out of the author's concern that college mathematics sequences of the day, although appropriate in algebra preparation, did not adequately prepare teachers of geometry. This book describes a course intended to remedy this by providing for both a comprehensive study of geometry as an axiomatically defined structure describing spatial relationships and a thorough consideration of the purposes and techniques of teaching geometry in the high school. The author intended that this course follow the study of educational psychology and professional ideals and responsibilities, and that students enrolled be familiar with the basic theorems of Euclidean geometry. After listing the deductive relationships among these theorems, the book deals with the history and function of geometry. Principles of teaching high school geometry including induction and deduction, laboratory methods, and heuristics are then discussed. The use of high school geometry materials is discussed at length. Nearly half of the book is devoted to the structure of geometry and methods of proof; the underlying principles of the analytic method are described and many problems suggested. Coordinate geometry and topics related to projective geometry are introduced. A bibliography is provided. (SD)

**ED 108 960** SE 019 461

Coon, Lewis H. And Others

**The Preparation of Secondary School Mathematics Teachers in Illinois - A Survey.**

Illinois Council on Mathematics Education.

Pub Date 10 May 75

Note—45p.

**EDRS Price MF-\$0.76 HC-\$1.95 PLUS POSTAGE**

Descriptors—Admission Criteria, College Curriculum, College Mathematics, \*Curriculum Evaluation, Degree Requirements, Higher Education, \*Mathematics Education, Methods



Courses, Questionnaires, \*Secondary School Teachers, \*State Surveys, Student Teachers, Student Teaching, Tables (Data), \*Teacher Education

#### Identifiers—Research Reports

For this survey of collegiate programs preparing students for certification as secondary school mathematics teachers, questionnaires were sent to the 53 Illinois institutions listed as having approved programs. Responses were received from 28 schools. The questionnaire was designed to yield information concerning criteria for admission to, and graduation in the programs; requirements and options in mathematics and mathematics education course work, field experience, and student teaching; and the responsibilities of mathematics and mathematics education faculty. The schools responding to the survey were quite varied in size, and in the numbers of mathematics education majors and minors among the student body. The required number of semester hours in mathematics (exclusive of methods) ranged from 25 to 40 with a mean of 32.29. In half these schools, the methods course was taught in the mathematics department. Student teaching requirements were quite varied, as were arrangements for supervision. Data on several other institutional variables are reported. Names of survey participants, a copy of the questionnaire, and descriptions of non-standard courses offered at some respondent schools are included as appendices. (SD)

**ED 108 961** SE 019 462

Mayer, Richard E. Greeno, James G.

#### Restructuring of Meaningful Information in Problem Solving.

Pub Date 74

Note—9p.

**EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE**

Descriptors—Cognitive Processes, Higher Education, \*Information Processing, \*Instruction, \*Learning Theories, \*Mathematics Education, \*Problem Solving, \*Research, Symbolic Learning

#### Identifiers—Research Reports

In the pair of experiments reported here the authors investigated the relationship between meaningfulness of problem statements and subjects' use of these statements in problem-solving tasks. Subjects (96 university students) were required to memorize meaningful formulae such as "volume = area x height" or corresponding symbolic formulae such as " $v = a \times h$ ." Formulae were memorized in three sets of three. Some subjects were tested on one formula from each set, while others were tested on an entire three-formula set. In the first experiment subjects were asked to compute values using the formulae, or were asked unanswerable (incomplete or inconsistent) questions about the formulae. In the second experiment subjects were asked to judge computability of a quantity given several others. In both experiments analysis of variance revealed a three-way interaction between meaningfulness, problem type, and grouping. Symbolically stated problems involving more than one formula took much longer when the formulae came from different sets; for meaningful problems no such difference occurred. The authors conclude that subjects reorganize meaningful material for themselves, but use the instructor's organization for symbolic material. (SD)

**ED 108 962** SE 019 463

Bright, George W.

#### Recall of Advance Organizers as Part of Mathematics Instruction.

Pub Date Apr 74

Note—17p.; Paper presented at the annual meeting of the National Council of Teachers of Mathematics (Atlantic City, New Jersey, April 1974)

**EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE**

Descriptors—\*Cognitive Processes, Effective Teaching, Elementary School Teachers, Higher Education, \*Instruction, \*Learning, Learning Theories, \*Mathematics Education, \*Research

Identifiers—\*Advance Organizers, Research Reports  
This study was performed in order to test the author's notion that advance organizers operate because (1) they provide stable anchorage for concepts to be learned and (2) in order to operate they must be reliable by the student to

the new material. To test this hypothesis the author constructed materials for each of ten treatments as defined by two levels of abstractness of the advance organizer used and five levels of recalling the organizer to the learner. One-hundred thirty-two pre-service elementary teachers were randomly assigned to treatments which were administered in 13-page booklets. Immediately after the 50-minute treatments, a 23-item test was administered; this experimenter-developed test included a skill subscale and a theory subscale with KR-20 reliability of .690 and .665, respectively. Data were submitted to three analyses of variance. Interaction of the two main variables when the skill subscale was analyzed was the only significant effect ( $p$  less than .05). The author suggests that the advance organizers used may not have been stable enough for the population, and that forced recall may have disrupted the cognitive processes of subjects. He also suggests that prior knowledge may have affected the results. (SD)

**ED 108 963** SE 019 464

Olson, Alton T.

#### Mathematics Through Paper Folding.

National Council of Teachers of Mathematics, Inc., Washington, D.C.

Pub Date 75

Note—66p.; See ED 077 711 for earlier edition

Available from—National Council of Teachers of Mathematics, Inc., 1906 Association Drive, Reston, Virginia 22091

**EDRS Price MF-\$0.76 HC-\$3.32 PLUS POSTAGE**

Descriptors—Activity Learning, \*Geometric Concepts, \*Instruction, \*Laboratory Procedures, \*Manipulative Materials, Mathematical Enrichment, Mathematics Education, Secondary Education, \*Secondary School Mathematics

This booklet is a revised edition of Donovan Johnson's "Paper Folding for the Mathematics Class" (ED 077 711). It begins with directions for folding basic constructions such as a straight line, the line perpendicular to a given line passing through a given point, and the bisector of an angle. Subsequent chapters cover concepts related to reflections, circle relationships, star and polygon constructions, symmetry, conic sections, algebra by paper folding, polygons constructed by typing paper knots, and recreations such as the Mobius strip and pop-up dodecahedra. Appendices list theorems that can be demonstrated by paper folding and display large-scale figures related to some constructions. (SD)

**ED 108 964** SE 019 465

Somervell, Edith L.

#### A Rhythmic Approach to Mathematics. Classics in Mathematics Education, Volume 5.

National Council of Teachers of Mathematics, Inc., Washington, D.C.

Pub Date 75

Note—72p.

Available from—National Council of Teachers of Mathematics, Inc., 1906 Association Drive, Reston, Virginia 22091

**EDRS Price MF-\$0.76 PLUS POSTAGE. HC Not Available from EDRS.**

Descriptors—\*Activity Learning, Elementary Education, \*Elementary School Mathematics, \*Geometric Concepts, Graphs, History, Mathematical Enrichment, \*Mathematics Education, Pattern Recognition, Sewing Instruction, \*Symmetry

#### Identifiers—\*Curves

This book is a reproduction of a monograph written in 1906 to advocate the use of curve stitching in the early school years. The book was originally accompanied by a set of punched cards depicting geometric shapes; each card could be used in the construction of many varied designs. The book's preface is written by Mary Boole, to whom the technique is attributed by the author. Both the preface and the text itself praise the use of curve stitching as promoting both aesthetic satisfaction and subconscious awareness of pattern, harmony, and relationships among objects. The importance of using pleasing colors and of allowing the child to work out his own rules for stitching is stressed. Methods of developing the curve of pursuit, the parabola, and other curves are described. Many figures illustrating the principles used and plates displaying complex designs completed by children of various ages are included. (SD)

**ED 108 965** SE 019 466

Smith, Seaton E., Jr. Backman, Carl A., Ed.

#### Games and Puzzles for Elementary and Middle School Mathematics. Readings from the ARITHMETIC TEACHER.

National Council of Teachers of Mathematics, Inc., Washington, D.C.

Pub Date 75

Note—287p.

Available from—National Council of Teachers of Mathematics, Inc., 1906 Association Drive, Reston, Virginia 22091

**EDRS Price MF-\$0.76 PLUS POSTAGE. HC Not Available from EDRS.**

Descriptors—Activity Learning, Educational Games, Elementary Education, \*Elementary School Mathematics, \*Games, \*Instruction, Laboratory Procedures, \*Learning Activities, \*Mathematics Education, Middle Schools, Student Developed Materials, Teacher Developed Materials

This book contains 105 articles dealing with games for use in the elementary or middle school mathematics classroom. All the articles originally appeared in the "Arithmetic Teacher" between 1956 and 1974. In this volume the papers are arranged in nine categories: (1) using games and puzzles, (2) whole numbers, (3) numeration, (4) integers, (5) rational numbers, (6) number theory and patterns, (7) geometry and measurement, (8) reasoning and logic, and (9) multipurpose games and puzzles. While some of the games are aimed at review or practice on basic skills others were designed with multiple objectives in mind. There is a great variety in the forms of the games; board games, crossword-type puzzles, paper and pencil games, manipulative puzzles for individual solution, and many others are included. Some of the games were developed by students; many others were designed by teachers. (SD)

**ED 108 966** SE 019 467

#### Future Directions for Engineering Education: System Response to a Changing World.

American Society for Engineering Education, Washington, D.C.; Massachusetts Inst. of Tech., Cambridge. Center for Policy Alternatives.

Spons Agency—National Science Foundation, Washington, D.C.

Pub Date 75

Note—108p.

Available from—The American Society for Engineering Education, Suite 400, One Dupont Circle, Washington, D.C. 20036 (\$1.50, prepaid)

#### Document Not Available from EDRS

Descriptors—Careers, \*College Science, \*Educational Planning, Educational Programs, \*Educational Research, \*Engineering, \*Engineering Education, Higher Education, Science Education

#### Identifiers—Research Reports

This report consolidates information on the engineering population - numbers, employment patterns, educational levels, personality, technical obsolescence - and probes the implications of current social and employment trends. Included are: data and analyses of the engineering education system seen in the context of the changing world; the conclusions that the committee drew from this information and from its own knowledge; and the recommendations, which are directed to schools of engineering, to funding agencies, and to institutions concerned with certification and research. Among the recommendations are: that clinical experience should be provided as a significant and integral part of engineering education; that more schools should offer a "bachelor of engineering" program for students planning graduate study in the professions, and institutions must be evaluated as rigorously as possible. (Author/MLH)

**ED 108 967** SE 019 472

Drew, David E.

#### Science Development: An Evaluation Study. Technical Report No. 4.

National Board on Graduate Education, Washington, D.C.

Report No.—TR-4

Pub Date Jun 75

Note—200p.; Small print used in tables

Available from—Printing and Publishing Office, National Academy of Sciences, 2101 Constitution Avenue, N.W., Washington, D.C. 20418 (\$5.50)

**EDRS Price MF-\$0.76 HC-\$9.51 PLUS POSTAGE**

Descriptors—College Science, \*Federal Aid, Federal Government, \*Federal Programs, Government Publications, Graduate Study, Higher Education, \*Program Evaluation, \*Science Education, Scientific Research, \*Universities

Identifiers—\*National Science Foundation, NSF

The National Science Foundation initiated the Science Development Program in 1965 in order to enable selected universities to improve the quality of their resources for science education and research. The specific purpose was to develop the competence of the funded institutions in preparing research scholars (as certified by their awarding of the Doctor of Philosophy degree) and in conducting research projects (as evidenced by their receipt of research grants). The Science Development program awarded over \$230 million to 31 universities. The leading research universities in the country (the so-called "top 20") were excluded from participation, as were institutions deemed too weak to advance rapidly. The institutions selected were those that seemed to have potential for developing their science capability markedly in a short period of time. This evaluative study assesses the overall effects of the Science Development program, using nonfunded American doctorate-producing universities as controls. The major indicators were: faculty size, faculty mobility, scholarly productivity, graduate school enrollment and quality, Ph.D. production, and postdoctorate employment. (Author/MLH)

**ED 108 968 SE 019 473**

**Science Development, University Development, and the Federal Government.**

National Board on Graduate Education, Washington, D. C.

Pub Date Jun 75

Note—61p.; Board report no. 4.

Available from—National Board on Graduate Education, 2101 Constitution Avenue, N. W., Washington, D. C. 20418 (free - limited quantities)

**EDRS Price MF-\$0.76 HC-\$3.32 PLUS POSTAGE**

Descriptors—College Science, \*Federal Aid, Federal Government, \*Federal Programs, Graduate Study, Higher Education, Mathematics, \*Program Evaluation, \*Science Education, Sciences, Scientific Research, \*Universities

Identifiers—\*National Science Foundation, NSF

In 1965, the National Science Foundation began an experiment in institutional funding, the Science Development (SD) program. Setting as dual goals an upgrading of the science capabilities of second-tier universities and a broader geographical distribution of scientific resources throughout the nation, this program awarded over \$130 million to selected universities during the 1960's and early 1970's. In an effort to assess the impact of this funding mechanism, the National Board on Graduate Education undertook an evaluation of the SD program. The data gathered for this study covered the 15 years from 1958 through 1972. All nonfunded doctorate-producing American universities were used as controls. The three fields that received the largest share of the SD funds were chemistry, physics and mathematics. Among the major findings were that the funded institutions registered an increase in the rates of publication in key journals and were able to attract higher quality graduate students as measured by an improvement in the scores of first-year graduate students on the Graduate Record Examination. Of the 31 universities in 21 states that were funded, 25 fund recipients were distributed among 17 states that did not have a leading university in 1965. Therefore, the goal of geographic dispersion of funds was largely achieved. (Author/MLH)

**ED 108 969 SE 019 474**

**Brandwein, Paul F.**  
**Substance, Structure, and Style in the Teaching of Science.**

Pub Date 71

Note—30p.

Available from—Harcourt Brace Jovanovich, Inc., 757 Third Avenue, New York, New York 10017 (no price quoted)

Document Not Available from EDRS

Descriptors—Conceptual Schemes, \*Curriculum Design, \*Elementary School Science, Elemen-

tary Secondary Education, General Science, \*Instruction, \*Science Education, Science Teachers, Scientific Concepts, \*Secondary School Science

This publication examines the role of the science teacher, and how the teacher brings to his work substance, structure, and style. The substance of science and technology consists of two elements: its products, the conceptual schemes and tools which give scientists and laymen their comprehension of the world; and the processes which enable scientists to fashion their concepts of the way the world works. Style in science teaching consists of what the teacher does and the way he does it as he develops an environment in which the children may learn the nature of the material universe, by seeking explanations which are orderly for the particular and special moment of their development and their idiosyncratic ways of learning, and by testing their explanations, that is, seeking empirical validations of their assertions. Structure includes content ordered in the form of concepts; these concepts are ordered further by the contributing experiences which children bring to the school and the school brings to the children. A structure is provided for the elementary school science curriculum in the form of conceptual schemes and concept levels. Also provided is a structure for the junior high school science curriculum, which is organized around the concepts of life, matter and energy. (Author/MLH)

**ED 108 970 SE 019 475**

**Schall, William And Others**

**Developing Mathematical Processes (DMP). Field Test Evaluation, 1973-1974.**

Falconer School District, N.Y.; Saint Mary's Elementary School, Dunkirk, N.Y.; State Univ. of New York, Fredonia. Coll. at Fredonia. Teacher Education Research Center.

Pub Date Jun 75

Note—52p.; marginal legibility in Appendix A; Best copy available. For previous document, see ED 097 290

**EDRS Price MF-\$0.76 HC-\$3.32 PLUS POSTAGE**

Descriptors—\*Activity Learning, \*Curriculum, \*Curriculum Evaluation, Elementary Education, \*Elementary School Mathematics, Formative Evaluation, Geometry, Individualized Instruction, \*Instruction, Objectives

Identifiers—\*Developing Mathematical Processes

The Developing Mathematical Processes (DMP) program was field-tested in the kindergarten and first three grades of one parochial and five public schools. DMP is an activity-based program developed around a comprehensive list of behavioral objectives. The program is concerned with the development of intuitive geometric concepts as well as arithmetic ability and provides for use of individual guidance and pacing. The evaluation reported here concerned achievement gains on the Stanford Achievement Tests and attitudes of pupils, teachers, and parents toward the program. The program was used in the 1973-74 school year. The previous years' standardized test scores were to predict grade equivalent means for the subsequent year. When scores obtained on the Spring 1974 test were compared with predicted scores, they were higher at all grade levels, but the differences were not statistically significant. Teachers, parents, and pupils all gave the program favorable ratings. Copies of the instruments with item-by-item responses are included in this document. (SD)

**ED 108 971 SE 019 476**

**Bernstein, Margery R.**  
**Evaluation of Elementary Math Program.**

Mamaroneck Public Schools, N.Y.

Pub Date Jun 73

Note—12p.

**EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE**

Descriptors—\*Criterion Referenced Tests, \*Curriculum Evaluation, Elementary Education, \*Elementary School Mathematics, Evaluation, Geometry, \*Number Concepts, Problem Solving, Test Construction, \*Testing Programs

A criterion-referenced test battery was devised for use with the mathematics program of the Mamaroneck Public Schools (New York) in 1971. After two annual administrations, the tests were revised in four ways. The format was changed, and the number of items dealing with geometry was increased; some items were revised

to conform better with the curriculum and others were modified in the interests of clarity. Results on the revised tests are compared with those on the original forms. (SD)

**ED 108 972 SE 019 477**

**Uprichard, A. Edward Phillips, E. Ray**

**An Intracorecept Analysis of Rational Number Addition: A Validation Study.**

Pub Date Apr 75

Note—17p.; Paper presented at the annual meeting of the American Educational Research Association (Washington, D. C., March 30-April 3, 1975)

**EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE**

Descriptors—Elementary Education, \*Elementary School Mathematics, \*Fractions, Instruction, Learning, Mathematical Concepts, \*Number Concepts, Psychological Patterns, Rational Numbers, \*Research, \*Sequential Learning, Task Analysis

Identifiers—Research Reports

A hierarchy for learning to solve different types of addition with fractions problems was hypothesized on the basis of both content analysis and psychological considerations. Problem types were defined according to the relationship of the two denominators to each other (e.g., equal, prime, etc.) Students in grades 4 through 8 were each given 45 additional problems to perform. Papers which were totally correct or totally incorrect were deleted leaving a sample of 200. These papers were analyzed using both the Walbesser Technique and Pattern Analysis. No ordering of the tasks was found to yield acceptable levels for all of the Walbesser ratios (consistency, adequacy, completeness). However, with few exceptions, task comparisons yielded acceptable values on two of the three ratios. The empirically determined sequence was analyzed and seven implications for teaching addition with fractions were determined. (SD)

**ED 108 973 SE 019 478**

**Burns, Edward**

**A Computer Program for Generating Sequences of**

**Primary Arithmetic Facts in Random Order.**

State Univ. of New York, Binghamton.

Pub Date [75]

Note—48p.; Appendices may reproduce poorly due to faint type

**EDRS Price MF-\$0.76 HC-\$1.95 PLUS POSTAGE**

Descriptors—\*Addition, Basic Skills, \*Computer Programs, Elementary Education, \*Elementary School Mathematics, Instructional Materials, Multiplication, \*Problem Sets, Subtraction, Test Construction, \*Testing

A computer program which generates randomly sequenced problems for testing the abilities of students to add, subtract, and multiply one-digit numbers is described. Appendices provide tables of random sequences with directions for using the tables. The 54-statement FORTRAN program which can be used in generating additional sequences is also appended. (SD)

**ED 108 974 SE 019 479**

**Mathematics, Grade 3. State Assessment of Educational Progress in North Carolina, 1973-74.**

North Carolina State Dept. of Public Instruction, Raleigh. Div. of Research.

Pub Date Nov 74

Note—102p.

**EDRS Price MF-\$0.76 HC-\$5.70 PLUS POSTAGE**

Descriptors—\*Achievement, Educational Planning, \*Educational Status Comparison, Elementary Education, \*Elementary School Mathematics, \*Grade 3, Mathematics Education, Objectives, Socioeconomic Background, State Programs, \*State Surveys, Testing

Identifiers—\*North Carolina, Research Reports, Statewide Assessment of Educational Progress

This report is one of eight concerning third-grade students to be issued in connection with the North Carolina statewide assessment project. The assessment of mathematics achievement is based on a sample of 5,000 third-grade students, 2,500 using the Iowa Tests of Basic Skills (ITBS), and 2,500 using state developed objective-based tests (SCORE). Data were analyzed statewide and on the basis of several socioeconomic factors. On the average North Carolina third-grade students scored several months below the national average on the ITBS. The areas in which

these students tended to score below the national average were the U. S. monetary system, modern mathematics concepts, complex computational problems, and fractions. Students did perform adequately on SCORE. Appendices to this report provide tables describing the relationships of ITBS scores with socioeconomic variables, analysis of scores as a function of subtests, teacher ratings of SCORE objectives, and several analyses for SCORE items. (SD)

ED 108 975 SE 019 480

**Program of Studies, Mathematics.**

Fairfax County Schools, Va.

Pub Date 3 Sep 74

Note—219p.

EDRS Price MF-\$0.76 HC-\$10.78 PLUS

**POSTAGE**

Descriptors—Course Content, Curriculum, \*Curriculum Guides, \*Elementary School Mathematics, Elementary Secondary Education, Mathematics Education, \*Objectives, \*Program Descriptions, \*Secondary School Mathematics Identifiers—Fairfax County Schools, Virginia

This mathematics curriculum guide of the Fairfax County (Virginia) public schools provides a description of the total program, as well as detailed statements related to objectives of the elementary, intermediate, and high school programs and discussions of individual courses. For the elementary grades (K-6), learning objectives are organized by strands, with objectives written for each level within the strand. The levels are designed to promote continuity in each student's progression in the program. The intermediate program, required of all students, provides a bridge to later courses and exposure to a variety of mathematical concepts. The high school program includes 17 courses from which the student may select sequences defined in this document. Objectives are defined for each course. (SD)

## SO

ED 108 976 SO 007 820

**Elementary Social Studies Map and Globe Study Skills Program.**

Fridley Independent School District 14, Minn.

Pub Date [73]

Note—91p.

EDRS Price MF-\$0.76 HC-\$4.43 PLUS

**POSTAGE**

Descriptors—Concept Formation, \*Curriculum Development, Curriculum Guides, Elementary Education, Geography, Learning Activities, \*Maps, \*Map Skills, Skill Development, \*Social Studies

The program of map and globe study skills for elementary social studies contains two parts: primary level for grades 1-2 and intermediate level for grades 3-6. Concepts of the units include maps as geographical representations; maps as symbols; directions; astronomical maps; city and world maps; and scales and measurement, among others. Each lesson contains the required materials and basic objectives to be achieved with the development of each new concept introduced in the units. Extension activities are also listed to supplement the curriculum guide. The programs are based on materials available from Nystrom Publishing and from the Independent School District of Fridley, Minnesota. (JR)

ED 108 977 SO 008 114

Fowler, P. S., Comp. And Others

**An Annotated Bibliography of Economics Education, 1945-1971.**

Economics Association, London (England).

Pub Date 72

Note—39p.

Available from—General Secretary, Economics Association, 110 Banstead Road South, Sutton, Surrey, England (\$1.50)

EDRS Price MF-\$0.76 HC-\$1.95 PLUS

**POSTAGE**

Descriptors—\*Annotated Bibliographies, Comparative Education, \*Economic Education, \*Economics, Educational Resources, Evaluation Methods, Higher Education, Instructional Materials, Secondary Education, \*Teaching Methods, \*Textbooks

Two-hundred and ninety-three books and articles published primarily in the United Kingdom from 1945 to 1971 are listed in this annotated

bibliography on secondary- and college-level economics education. The bibliography is divided into works in five major topic areas including: (1) general surveys; (2) nature, scope, and uses of economics; (3) courses and curricula in the United Kingdom and the United States; (4) teaching methods including procedures, teaching aids, assessment and examinations, and research on teaching methods; and (5) economics education in Africa, Australia, Poland, and the Union of Soviet Socialist Republics. (Author/DE)

ED 108 978 95 SO 008 202

Cummings, William K.

**The Effects of Japanese Schools.**

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date 74

Note—53p.; Paper presented at the International Congress of Sociology, Round Table 10, the Functions of School Systems (8th, Toronto, Ontario, 1974); Some of the pages in the appendix are of marginal legibility

EDRS Price MF-\$0.76 HC-\$3.32 PLUS

**POSTAGE**

Descriptors—Academic Achievement, Community Influence, \*Comparative Education, Elementary Secondary Education, \*Individual Development, School Community Relationship, School Environment, School Responsibility, \*School Role, \*Social Development, Social Factors, Socialization, Student Development, \*Success Factors Identifiers—\*Japan

In this paper, selected evidence on the effects of Japanese schools is presented. The author believes that Japan is one modern society where the schools have fostered individual and social development. The primary focus is on the effects for individuals in the area of cognitive skills, motivation, educational and occupational attainments, and sociopolitical attitudes and the characteristics of Japanese schools which contribute to their effectiveness. Political conflict over education, the school-job link, and the high esteem Japanese culture and heritage places on education is reported as having a significant bearing on their success. Other suggested indicators of the school's success, discussed in some detail, include: (1) Japanese students' high scores on Science Achievement Tests administered by the International Education Association (IEA); (2) an interest and aspiration of students to achieve; (3) an increase in educational level attainment; and (4) a substantial effect of education on occupation attainment. In summary, individual changes effected by the schools are plausibly linked to some social and economic developments of postwar Japan. In conclusion, however, it is noted that not all school effects are perceived positively. For example, the conservative element in Japan believes that it is not receiving enough from Japan's schools. Although a major program for school reform has been launched, it is difficult to predict what reforms from the current debate over Japanese education will be implemented. (ND)

ED 108 979 SO 008 247

Kingman, Barry

**The Development of Value Clarification Skills: Initial Efforts in an Eighth Grade Social Studies Class, Part 2. Occasional Paper Series No. 75-1.**

State Univ. of New York, Stony Brook. American Historical Association Education Project.

Pub Date 75

Note—60p.; Part 1 is ED 090 128; Appendices 1, 2, and 3 have been removed to conform with copyright law

EDRS Price MF-\$0.76 HC-\$3.32 PLUS

**POSTAGE**

Descriptors—Ethical Values, Evaluation Methods, Formative Evaluation, Grade 8, Instructional Innovation, \*Moral Development, Secondary Education, Self Actualization, \*Social Studies, \*Teaching Techniques, \*Values Identifiers—Raths (Louis)

The first part of this manuscript relates the initial efforts of a teacher who attempted to apply the value clarification approach in an eighth grade social studies class. The approach is based on Louis Raths's seven-part approach to values clarification which encourages children to choose and to prize one's beliefs and behaviors, and to act on one's beliefs. Value clarification techniques used in the classroom take place in a broad methodological framework that begins with

readings on Africa and Asia, and continues with discussion of universal topics and short thought papers to instill a particular set of values through the Rath technique. In Part II, the author discusses his concern for the need to develop evaluation tools to assess the effectiveness of the value clarification approach, and the steps he takes to design such formative and summative evaluation instruments. In one case, the author analyzes the data he compiles and then modifies his teaching strategies to increase the effectiveness of the value clarification approach. (Author/JR)

ED 108 980 SO 008 248

Bidwell, Charles E.

**Nations, School Districts, and Schools: Are There Schooling Effects Anywhere?**

Pub Date 75

Note—33p.; Vice Presidential Address given at the Annual Meeting of the American Educational Research Association (Washington, D.C., April 1975)

EDRS Price MF-\$0.76 HC-\$1.95 PLUS

**POSTAGE**

Descriptors—\*Classroom Environment, Cognitive Ability, Ecology, \*Educational Environment, Educational Theories, Elementary Secondary Education, Employment Potential, Job Market, \*Organizational Effectiveness, School Districts, \*School Environment, School Organization, School Systems, Social Disadvantage, \*Socialization

Identifiers—\*Schooling Effects

By recounting findings from three studies, it is shown that the ecological approach to education has the potential of promoting understanding of relationships between society, schooling, and life opportunities. The ecological approach means that one must attempt to see whether and how the organization of schools, school districts, or national systems of education may transform environmental inputs into aggregate outputs of cognitive attainment. The common assumption that cognitive learning is important in contemporary societies, both for persons and society, leads to an assumption that there are thresholds of learning below which there are very limited chances for a reasonably full share of the society's goods and participation in its institutions. Thus, if we want to foster equality of life chances in the United States, then at the very least we must maintain a system of schools in which the essential elements that affect opportunities to learn and to achieve academically are distributed as equally as possible. Because what transpires in the classroom may have substantial consequences for what and how much students learn, and consequently their positions in society, an ecological view of schooling is necessary. (Author/ND)

ED 108 981 SO 008 263

Jones, Frank Geoffrey

**The Effects of Mastery and Aptitude on Learning, Retention, and Time.**

Pub Date 74

Note—166p.; Ed.D. Dissertation, University of Georgia

Available from—Geography Curriculum Project, Room 107, Dudley Hall, University of Georgia, Athens, Georgia 30602 (\$5.00)

EDRS Price MF-\$0.76 HC-\$8.24 PLUS

**POSTAGE**

Descriptors—Academic Achievement, \*Aptitude, Discrimination Learning, Educational Experience, Educational Research, Geography, \*Geography Instruction, Grade 7, Individual Differences, Junior High Schools, \*Learning, Learning Theories, Literature Reviews, \*Programmed Instruction, Retention, \*Teaching Methods, Time Factors (Learning)

Identifiers—Geography Curriculum Project, \*Mastery Learning

The major purpose of this study was to compare self-instructional mastery and nonmastery treatments to determine if there are differences in learning, retention, and time-to-testing of high, middle, and low aptitude students. Twenty grade 7 classes from the Savannah-Chatham County School District served as the experimental population. Students were tested for placement in one of three levels of aptitude; then, classes were randomly assigned to two groups and treatment was randomly assigned to groups. The nonmastery treatment received a student text and a workbook which contained prescribed activities and a single review test for each chapter. The mastery treat-



ment received the same student text; however, the chapters in the workbook contained two review tests. If the criterion level was not attained in the first review test, mastery students were required to correct and relearn material and then take a second review test. A multiple choice test and recall test was administered to measure learning and retention of the content materials. Findings showed that differences in aptitude were not reduced when self-instructional materials were used. An implication of this study is, however, that the lack of teacher monitoring in administering the review tests may have contributed to the poor performance of low aptitude students, since typically low aptitude students require close supervision. (Author/ND)

**ED 108 982** SO 008 324

*Tucker, Jan L. Mitchell, C. C.*  
**An Underlying Structure of Ought-to-Be Reactions to the "New" Social Studies.**

Pub Date 75

Note—24p.; A paper prepared for the Annual Meeting of the American Educational Research Association (Washington, D.C., April 1975)

**EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE**

**Descriptors**—Beliefs, \*Curriculum Evaluation, Educational Philosophy, Educational Research, Personality Studies, Program Development, \*Psychological Patterns, Resource Allocations, Social Science Research, \*Social Studies, Sociocultural Patterns, \*Teacher Attitudes, Teacher Characteristics, \*Teaching Styles

Two related objectives in this report are: (1) to discover psychometrically a structure underlying secondary school social studies teachers' responses to those items in an instrument which pertained to what the "new" social studies ought to be emphasizing, and (2) to contribute to the development of scales measuring the domain of such ought-to-be ideas. To conceptualize the domain of ought-to-be ideas, a social studies professional belief system is agreed upon as the major determinant of role behavior in social studies education. The responses of 82 social studies teachers to a questionnaire measuring what ought to be emphasized in social studies education provide the research data. From these data six tentative dimensions of a social studies professional belief system are named—curriculum focus, instructional focus, sociocultural focus, historical study, resource allocation, and program derivation. Also included are the manner in which scores in these six dimensions predict teacher personality and classroom teaching behaviors. The two areas of implications from this research are subsequent basic research and anticipated policy decision making and program practices in social studies education. (Author/DE)

**ED 108 983** SO 008 326

*Chapman, Richard Allen*  
**The Round River Experiment: Learning, Community, and the Absence of Authority.**

Pub Date 75

Note—28p.; A paper prepared for the Annual Meeting of the American Educational Research Association (Washington, D.C., April 1975)

**EDRS Price MF-\$0.76 HC-\$1.95 PLUS POSTAGE**

**Descriptors**—\*Authoritarianism, Educational Problems, Educational Research, \*Experimental Programs, Higher Education, \*Informal Organization, Open Education, Political Attitudes, \*Power Structure, Program Descriptions, Student Attitudes, \*Student Centered Curriculum, Student Teacher Relationship

In this paper the author describes the structure, operations, and problems of a year-long, full time, experimental, environmental awareness program at the University of Montana. The program was designed so that students and faculty would work together in a loosely structured, integrated learning experience, with the usual authority structures absent and all persons participating in decision making. The program contained no exams, no papers, no regular classes, and no teacher authority figures to define expectations and educational attainment. After two years the program failed due to questions over authority, self-government, individualism, and collective purpose of the program. By way of conclusion the author suggests that the implications of the anti-authoritarian structure should have been worked out explicitly before the program began because the anti-authoritarian attitudes within the

program precluded intellectual work and effective discussion of the differences between legitimate authority and illegitimate authority. Further, without a sense of program legitimacy, it was impossible to transcend the attitudes which engendered hostility toward organization, defined structure, leadership, self-discipline, and intellectual work. (Author/DE)

**ED 108 984** SO 008 327

*Burstein, Leigh*

**Data Aggregation in Educational Research: Applications.**

Pub Date 75

Note—60p.; A paper presented at the Annual Meeting of the American Educational Research Association (Washington, D.C., April 1975)

**EDRS Price MF-\$0.76 HC-\$3.32 PLUS POSTAGE**

**Descriptors**—\*Data Analysis, Data Collection, Data Processing, \*Educational Research, \*Evaluation Methods, Predictive Measurement, \*Research Methodology, Research Problems, \*Statistical Analysis, Statistical Data

Since problems associated with the statistical methodology of educational research are becoming increasingly important, this paper examines a subset of problems associated with the analysis and interpretation of aggregated data. Two major questions arise: (1) if a researcher knows the level (e.g., individual, teacher/classroom, school, school district) at which inferences are desired, what complications arise from analyzing data at different levels? and (2) are there general guidelines for determining the appropriate units of analysis in a given research context? Five research contexts in which group observations can be used to estimate relationships among measurement of individuals are examined including contexts with missing observations, fallibly measured variables, the economy of analysis, anonymously collected information, and ecological inference. In choosing units of analysis, appropriateness is a function of the questions asked and of the sampling and/or experimental unit. The former is reflected in the conceptualization of the research objective while the latter can indicate the presence of statistical constraints on the level of inference. Examples of issues and problems that arise with each concern are provided. (Author/DE)

**ED 108 985** SO 008 328

*Breland, Nancy S. Smith, Marshall P.*

**Cognitive and Affective Outcomes of PSI Mastery Programs as Compared to Traditional Instruction.**

Pub Date 75

Note—14p.; A paper prepared for the Annual Meeting of the American Educational Research Association, Session on Mastery Learning Approach and Effects (Washington, D.C., April 1975)

**EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE**

**Descriptors**—\*Affective Behavior, \*Affective Tests, Behavioral Science Research, Cognitive Processes, Comparative Analysis, \*Conventional Instruction, Educational Research, Higher Education, \*Programed Instruction, Psychology, \*Teaching Methods

While considerable research has been reported on cognitive outcomes of Personalized Student Instruction (PSI) courses, little information about affective outcomes of the PSI is available. In this study three methods of instruction including an introductory psychology PSI with no formal classes, an educational psychology with some formal classes, and a traditional-taught introductory psychology with all formal classes were used to investigate affective outcomes. Students responded to 12 items designed to sample various levels from the Taxonomy of Educational Objectives: Affective Domain. In the last item students ranked all the courses they were taking that semester from most favorite to least favorite. The results indicate no significant differences in affective outcomes. Combining scores across all items show a very small advantage for the PSI students. It is clear that PSI students, who are not exposed to a program in a formal classroom situation, show no affective disadvantage when compared to traditionally taught students. (Author/DE)

**ED 108 986** SO 008 341

*Berlak, Ann C. Berlak, Harold*

**The Dilemmas of Schooling: An Application and Interpretation of G. H. Mead's Social Behaviorism.**

Pub Date 75

Note—44p.; A paper prepared for the Annual Meeting of the American Educational Research Association (Washington, D.C., April, 1975)

**EDRS Price MF-\$0.76 HC-\$1.95 PLUS POSTAGE**

**Descriptors**—\*Behavior Patterns, Case Studies, Classroom Communication, Educational Philosophy, \*Educational Research, Elementary Secondary Education, Performance Based Teacher Education, Social Behavior, Student Teacher Relationship, \*Teacher Attitudes, \*Teacher Behavior, \*Teacher Influence, Teaching, Teaching Methods

**Identifiers**—Mead (George H)

This paper advances a conceptualization about the schooling phenomena in order to better understand the schooling process. Schooling is defined as those human interactions occurring in schools in which designated adults are acting to arrange the environment, and mindfully or mindlessly to influence the lives of children in the present and in their becoming adults. To better understand the process, four dilemmas of behavior by a teacher in an English open elementary classroom are analyzed according to G. H. Mead's dialectical social behaviorism theories. This teacher's classroom schooling acts are viewed as manifestations of competing and conflicting ideas in the teacher's mind about the nature of childhood, learning, and social justice. The implication of this theory undermines the basic assumption of performance-based teacher education which emphasizes that it is possible and desirable to determine sets of behavioral criteria to serve as indices of competence. According to this theory, teacher behavior or schooling acts contain not only technical and pedagogical considerations but also conflicting moral and ethical considerations which make purely technical behavioral criteria impossible. (Author/DE)

**ED 108 987** SO 008 345

*Van Dusen, Roxann A., Ed.*

**Social Indicators, 1973: A Review Symposium.** Social Science Research Council, Washington, D.C. Center for Coordination of Research on Social Indicators.

Pub Date 74

Note—87p.; For a related document see ED 090 101

Available from—Social Science Research Council, 605 Third Avenue, New York, New York 10016 (\$3.00, prepaid)

**Document Not Available from EDRS**

**Descriptors**—National Surveys, Research Methodology, \*Research Reviews (Publications), \*Research Utilization, Social Change, Social Characteristics, Social Factors, Social Problems, Social Science Research, Social Sciences, \*Sociocultural Patterns, Sociology, Statistical Data, \*Statistical Studies, Symposia

**Identifiers**—\*Social Indicators

Following the publication of "Social Indicators, 1973", a review symposium met to discuss and evaluate the potential utility of the document. The articles in this book present the essence of the commentary at the symposium. Section 1 identifies the themes in the symposium discussions and provides an overview of the proceedings. Sections 2 and 3 place the publication of national reports on basic social conditions. Comparisons are made between the social trends publications of Sweden, Norway, France, England, West Germany, and the United States. Section 4 reviews the statistical and methodological problems and procedures in such a large data collection of social indicators. A list of symposium participants and a comprehensive list of references cited in the four articles concludes the book. (Author/DE)

**ED 108 988** SO 008 348

**Social Studies, Grade 3, State Assessment of Educational Progress in North Carolina, 1973-74.** North Carolina State Dept. of Public Instruction, Raleigh, Div. of Research.

Pub Date Feb 75

Note—105p.

**EDRS Price MF-\$0.76 HC-\$5.70 PLUS POSTAGE**

**Descriptors**—Achievement, Achievement Rating, Curriculum Development, \*Educational Assessment, Educational Objectives, Elementary Education, \*Evaluation, Evaluation Methods, Grade 3, Measurement Goals, Response Mode, \*Social Studies, State Programs, \*State Surveys, Testing

**Identifiers**—\*North Carolina

This state assessment at the third-grade level is the first stage of a proposed three-year evaluation cycle of third, sixth, and ninth grades in North Carolina to aid personnel in making accurate decisions regarding improvement in the social studies curriculum. Students were randomly selected to represent the third-grade population in the state and the three geographical regions: Coastal Plains, Piedmont, and Mountains. An experimental objective-referenced social studies instrument was administered to measure students for mastery of selected social studies learning tasks. In addition, a randomly selected subsample of 450 of these students took a test consisting of two questions, administered orally and requiring oral responses. To assess mastery, eight objectives, drawn from the Division of Social Studies document "Social Studies Curriculum Guide for North Carolina," included the following: Information Processing, Physical Environment, Cultural Environment, Cultural Universals, Economic System, Political System, International Relations, and Acting for the General Interest. Results showed that North Carolina's third grade students scored satisfactorily or better on approximately two-thirds of the social studies objectives measured and that regional differences were slight. (ND)

**ED 108 989** SO 008 363

*Bracher, Peter, Ed. And Others*

**Religion Studies in the Curriculum: Retrospect and Prospect, 1963-1983. PERSC Selected Papers/Symposium 1.**

Wright State Univ., Dayton, Ohio. Public Education Religion Studies Center.

Pub Date 74

Note—100p.; For related documents see SO 008 364-367

Available from—PERSC, Wright State University, Dayton, Ohio 45431 (\$3.50; 10 or more, \$3.00 each; Ohio residents add 4.5 percent tax; make check payable to Wright State University/PERSC; payment must accompany order)

**EDRS Price MF-\$0.76 PLUS POSTAGE. HC Not Available from EDRS.**

**Descriptors**—Biblical Literature, Court Litigation, Curriculum Design, \*Curriculum Development, Curriculum Evaluation, Educational History, \*Educational Problems, Elementary Secondary Education, Information Sources, Religion, \*Religious Education, \*Religious Organizations, \*State Church Separation, Teacher Education

**Identifiers**—Abington v Schenpp, PERSC, Public Education Religion Studies Center

This publication consists of the papers presented at the first national symposium of the Public Education Religion Studies Center (PERSC). The purpose of PERSC is to encourage and facilitate increased and improved nonsectarian teaching about religion within constitutional bounds at the elementary and secondary level. It emphasizes the natural inclusion of the study about religion within the regular curricular offerings such as history, art, English, music, and geography. PERSC also conducts workshops, maintains a resource center of available curriculum materials, publishes a quarterly newsletter, evaluates existing curriculum materials, and develops new materials when necessary. The papers presented at the symposium address themselves to the legal and educational dimensions of religious education in the past and near future. Titles include: (1) Religion Studies in the Curriculum, 1963-1983; (2) Personal Reflections on the Schenpp Decision; (3) The Decisions of the Court; (4) The Definition of Religion; (5) Objectivity and Teaching the Bible; (6) Imaging Criteria of Curriculum Design for Learning about Religion in Public Education; (7) Religious Education versus Academic Religion Studies; and (8) Conclusion: Status and Prospects. Appendixes include criteria for evaluating curricular materials, guidelines for teacher education programs, and guidelines for teacher competency. (Author/DE)

**ED 108 990** SO 008 364

*Bracher, Peter And Others*

**Public Education Religion Studies: Questions and Answer. PERSC Guidebook.**

Wright State Univ., Dayton, Ohio. Public Education Religion Studies Center.

Pub Date 74

Note—28p.; For related documents, see SO 008 363-367

Available from—PERSC, Wright State University, Dayton, Ohio 45431 (\$1.50; 10 or more, \$1.00 each; Ohio residents add 4.5 percent tax; make check payable to Wright State University/PERSC; payment must accompany order)

**EDRS Price MF-\$0.76 HC-\$1.95 PLUS POSTAGE**

**Descriptors**—Curriculum Design, \*Curriculum Development, Curriculum Evaluation, Educational Objectives, Educational Problems, Elementary Secondary Education, \*Information Sources, Instructional Materials, Media Selection, \*Religious Education, \*Religious Organizations, \*State Church Separation, Teacher Qualifications

**Identifiers**—Abington v Schenpp, PERSC, Public Education Religion Studies Center

In this guidebook, the Public Education Religion Studies Center (PERSC) provides answers to questions frequently raised about religion studies in public schools. It is useful to those initiating study about religion in public schools and to those evaluating both formal and informal study and experiences now part of a school's program or activities. For a description of the purpose and activities of PERSC see related document SO 008 363. The 11 questions under consideration include: (1) Is It Legal to Teach About Religion in the Public School? (2) Why Should Religion Studies Be Included in the Public School Curriculum? (3) What Are the General Goals for Religion Studies? (4) How Should Religion Be Defined for Public School Study? (5) How Do You Study About Religion in Public Schools? (6) Where Is the Best Place to Include Religion Studies in the Curriculum? (7) What Are the Qualifications for the Teacher of Public School Religion Studies? (8) What Criteria Should Be Used in Selecting Teaching Materials? (9) Are There Any Curriculum Materials Which Meet These Criteria? (10) What Suggestions Can Educators Give to Citizens and Community Groups Who Seek Help? (11) What Help Can PERSC Offer Teachers or Schools? (Author/DE)

**ED 108 991** SO 008 365

**PERSC Introductory Packet.**

Wright State Univ., Dayton, Ohio. Public Education Religion Studies Center.

Pub Date 74

Note—87p.; For related documents see SO 008 363-367

Available from—PERSC, Wright State University, Dayton, Ohio 45431 (\$2.00; Ohio residents add 4.5 percent tax; make check payable to Wright State University/PERSC; payment must accompany order)

**Document Not Available from EDRS**

**Descriptors**—Court Litigation, Curriculum Design, \*Curriculum Development, Curriculum Evaluation, Educational History, Educational Objectives, Elementary Secondary Education, \*Information Sources, Instructional Materials, Media Selection, \*Religious Education, \*Religious Organizations, \*State Church Separation, Teacher Qualifications

**Identifiers**—Abington v Schenpp, PERSC, Public Education Religion Studies Center

Public Education Religion Studies Center's (PERSC) general packet of materials is designed to provide supplemental information to the basic questions answered in PERSC's Guidebook (see related document SO 008 364). For a description of the purpose and activities of PERSC see related document SO 008 363. The contents of the packet include: (1) a PERSC brochure, (2) introduction to the general packet, (3) two papers reviewing the historical and legal background of religion in public education, (4) two papers discussing the justification and rationale for public education religion studies, (5) four papers on teaching techniques and curriculum materials evaluation in religion studies, (6) a list of curriculum materials available that meet the criteria of PERSC, (7) guidelines for teacher competency and education programs, and (8) price and order form lists for PERSC reprints and materials. (DE)

**ED 108 992** SO 008 366

**PERSC Resource Packet on Teaching About Biblical Literature.**

Wright State Univ., Dayton, Ohio. Public Education Religion Studies Center.

Pub Date [74]

Note—55p.; For related documents, see SO 008 363-367

Available from—PERSC, Wright State University, Dayton, Ohio 45431 (\$2.00; Ohio residents add 4.5 percent tax; make check payable to Wright State University/PERSC; payment must accompany order)

**Document Not Available from EDRS**

**Descriptors**—\*Biblical Literature, Bibliographies, \*Course Descriptions, Curriculum Development, Educational Objectives, Educational Resources, Elementary Secondary Education, Humanities, Information Sources, Instructional Materials, \*Literary Analysis, \*Religious Education, Religious Organizations, \*Teaching Techniques

**Identifiers**—PERSC, Public Education Religion Studies Center

This packet, developed by the Public Education Religion Studies Center (PERSC), provides the classroom teacher with materials which are helpful in designing and teaching courses or units on biblical literature. For a description of the purpose and activities of PERSC see related document SO 008 363. The packet contains eight articles by nationally recognized educators which provide guides, objectives, teaching techniques, and teacher resource materials for teaching the Bible as literature. Also included are bibliographies and announcements of available resources from the center. PERSC stresses three points when teaching units on biblical literature. First, courses must be fair and open to all approaches of study and interpretation. Second, teachers must be especially sensitive to the feelings and needs of students from religious groups in the minority in our society. Third, biblical literature studies require thorough and careful research and preparation. (Author/DE)

**ED 108 993** SO 008 367

**PERSC Resource Packet on Teaching About World Religions.**

Wright State Univ., Dayton, Ohio. Public Education Religion Studies Center.

Pub Date [74]

Note—60p.; For related documents, see SO 008 363-367

Available from—PERSC, Wright State University, Dayton, Ohio 45431 (\$2.00; Ohio residents add 4.5 percent tax; make check payable to Wright State University/PERSC; payment must accompany order)

**Document Not Available from EDRS**

**Descriptors**—Bibliographies, \*Course Descriptions, Curriculum Development, Educational Objectives, Elementary Secondary Education, Information Sources, Instructional Materials, Religion, \*Religious Cultural Groups, Religious Differences, \*Religious Education, Religious Organizations, \*Teaching Techniques, \*World History

**Identifiers**—PERSC, Public Education Religion Studies Center

This packet, developed by the Public Education Religion Studies Center (PERSC), provides the classroom teacher with materials which are helpful in designing and teaching courses or units on world religions. For a description of the purpose and activities of PERSC see related document SO 008 363. The packet contains three articles by nationally recognized educators which provide guides, approaches, objectives, teaching techniques, and teacher resource materials for teaching about world religions. Also included are four syllabuses of courses being developed or already in use on world religions, an extensive bibliography, and announcements of commercially available materials. PERSC stresses three points when teaching units on world religions. First, courses must be fair and open to all approaches of study and interpretation. Second, teachers must be especially sensitive to the feelings and needs of students from religious groups in the minority in our society. Third, world religion studies require thorough and careful research and preparation. (Author/DE)

**ED 108 994** SO 008 368

*Fleming, Dan B.*

**The "New" Social Studies and Standardized Testing.**

Pub Date Mar 74

Note—12p.

**EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE**

**Descriptors**—Evaluation Methods, Measurement Techniques, \*National Competency Tests, Pre-

dictive Ability (Testing), Program Evaluation, \*Social Studies, \*Standardized Tests, \*Student Evaluation, Test Bias, Test Construction, \*Testing Problems, Test Interpretation, Test Reliability, Test Selection, Test Validity

In this paper, the author reviews a number of criticisms that have been made of the use of standardized tests in the social studies and reviews 11 general, skills, and discipline-oriented standardized tests for social studies. Standardized tests evaluating the results of the new social studies courses are open to criticism on the basis of validity, utilization, and restriction of educational change. They culturally discriminate against some individuals, predict imperfectly, and are often rigidly interpreted. The tests may be assumed to measure innate characteristics and thus may influence teacher expectation regarding student potential. They have a harmful effect on the shaping of the student's cognitive style and often are the basis for school organization and curriculum. Further, standardized tests distort the individual's privacy in later life. Finally the results of standardized tests, regardless of their inherent weaknesses, are used as a basis for allocation of resources. The annotated bibliography lists 11 commercially available standardized tests for skill, discipline, and general social studies testing. (Author/DE)

ED 108 995 SO 008 373

Hayden, Rose L.

*The World and Your School District.*

Pub Date 28 Mar 75

Note—19p.; Paper prepared for the Education Commission of the States, Comparative and International Education Society (San Francisco, California, March 1975)

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—Citizen Participation, \*Cultural Awareness, \*Curriculum Development, \*Educational Needs, Elementary Secondary Education, \*Global Approach, International Education, Program Descriptions, World Affairs

Schools are not presently educating children for life in a future, globally oriented society. The challenge is to include the following elements into every child's basic education: (1) an international dimension and a global perspective; (2) understanding and respect for all peoples, cultures, civilizations, values, and ways of life; (3) awareness of increasing global interdependence between peoples and nations; (4) ability to communicate effectively with others; (5) recognition of the duties incumbent on individuals, social groups, and nations toward each other; (6) appreciation of the necessity of international solidarity and cooperation; and (7) readiness on the part of the individual to participate in solving problems of the local community, the country, and the world at large. Many university, foundation, and federal programs in international education exist; yet more leadership is needed at the local level. Possible local activities include contacting congressmen for matching funds to local education authorities; designing and initiating new programs at the state level through the state departments of public instruction and individual school districts; urging higher standards in textbook adoption; and encouraging the use of lay teachers, businessmen, students, and foreign visitors who have firsthand knowledge of international affairs. (Author/DE)

ED 108 996 SO 008 389

Sperry, Len Choy, Cathy

*Cognitive Style, Achievement Motivation, Intelligence and Level of Moral Development Among Adolescents.*

Pub Date [74]

Note—77p.; A paper presented at the Annual Meeting of the American Educational Research Association (Washington, D.C., April 1975)

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—\*Cognitive Ability, \*Educational Research, \*Intelligence Level, Measurement, \*Moral Development, Multiple Regression Analysis, Predictor Variables, Research Methodology, Secondary Education, Social Development, Social Sciences, Standard Error of Measurement, Statistical Analysis, \*Student Motivation, Teenagers

The purpose of this study was to investigate the relationship of reflection-impulsivity, verbal comprehension, and achievement motivation to level

of moral development. Reflection-impulsivity is a cognitive style; verbal comprehension a measure of intelligence. A random sample of 40 boys and 40 girls was selected from the senior classes of two Catholic high schools and a battery of tests was administered to the sample. Results of the analysis showed that the total error measure of reflection-impulsivity and verbal comprehension correlated significantly with the level of moral development. However, only the error measure of reflection-impulsivity was found to be a predictor variable of level of moral development. (Author/ND)

ED 108 997 SO 008 390

Gruenbaum, Thelma

*Before 1776: The Massachusetts Bay Colony from Founding to Revolution.*

Pub Date 74

Note—38p.

Available from—exPress All, 260 Dean Road, P. O. Box 427, Brookline, Massachusetts 02146 (1-9 copies, \$2.85 each; 10-24, \$2.50 each; 25-99, \$2.30 each; 100 or more, \$2.00 each plus postage)

Document Not Available from EDRS

Descriptors—\*American Culture, \*Colonial History (United States), Elementary Education, \*Folk Culture, History Textbooks, \*Instructional Materials, Life Style, Revolutionary War (United States), Sociocultural Patterns, \*United States History

Identifiers—Massachusetts

Designed for use at 4th-through-10th-grade level, this short history of the Massachusetts Bay Colony provides a view of colonial life style and culture prior to the American Revolution. The first sections discuss the Puritan migration and early settlement around Boston. Descriptions of colonial housing, furniture, food, clothing, clothing styles, and common household items are provided in the next sections. An explanation of how to make soap and candles is presented in a section on the colonist as craftsman. Government, education, religion, art, music, printing, books, libraries, leisure activities, and entertainment are described in the following sections. A brief explanation of the reasons for the American Revolution is provided in the final section. Handmade drawings by a 12-year old illustrate the content. (DE)

ED 108 998 95 SO 008 396

Hendrick, Irving G.

*Public Policy Toward the Education of Non-White Minority Group Children in California, 1849-1970. Final Report.*

California Univ., Riverside. School of Education. Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date Mar 75

Grant—NE-G-00-3-0082

Note—316p.

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—Asian Americans, \*Educational Disadvantage, \*Educational Discrimination, \*Educational History, Educational Opportunities, Educational Trends, Elementary Secondary Education, \*Equal Education, Ethnic Studies, Indians, Mexican Americans, Minority Group Children, \*Minority Groups, Negroes, Public Education, United States History

Identifiers—\*California

The report centers around the general question of how nonwhite minority groups were treated by those responsible for public education in California between 1849 and 1970. The minorities treated are Indian, Mexican, Negro, and Asian Americans, all of whom were once considered a formidable problem by Californians of the dominant culture. More specifically, the purposes of the descriptive document are twofold: to determine the educational opportunities that were provided for nonwhites and to reveal why and by what process nonwhites were treated as they were. Variables that served to alter the nature of that treatment, positively or negatively, are ascertained. Variables affecting the educational opportunities of the minority groups include political and economic power. The story of nonwhite education in California involves a virtually unbroken string of discriminatory practices, some sanctioned by law, some only by custom. Any relief provided was usually through the courts or through the disadvantaged group's persistence and power. Through the passing years, a clearly

identifiable improvement in the legal and social rights accorded to nonwhite students in California is apparent. However, public education has yet to solve some of the major problems, which still exist from 120 years ago. An extensive bibliography concludes the document. (Author/JR)

ED 108 999 SO 008 398

Plante, Jake A.

*Images of the Future and Their Educational Significance.*

Pub Date Apr 75

Note—36p.; For related document, see SO 008 330

EDRS Price MF-\$0.76 HC-\$1.95 PLUS POSTAGE

Descriptors—Curriculum Development, Decision Making, Educational Innovation, \*Educational Objectives, Elementary Secondary Education, \*Futures (of Society), Prediction, Problem Solving, Questionnaires, \*Relevance (Education), Skill Development, Social Change, Social Studies, \*Time, \*Time Perspective

This paper examines future time perspective in relation to its influence on the present and on learning. Images of the future are culturally and socially created from past experience and knowledge, present circumstances, and views of future events which are believed to be possible. These future images are an integral part of our network of values and notions about life and reality just as the images of ourselves that we project into the future form a basic component of our present self-image. Since the velocity and impact of change has increased to the point that past-orientation has become inadequate for solving the problems of today, future studies education, with its anticipatory process skills, can help students gain an understanding of the external forces that influence their lives. Also included are guidelines for the evaluation of future imaging, a sample questionnaire designed to compile data for evaluating future imaging and its effects on learning, and a list of skills developed by future studies education. (Author/DE)

ED 109 000 SO 008 403

Bosowski, Elaine Frances

*Cartography As Language: An Argument and a Functional Application.*

Pub Date Aug 74

Note—77p.; Master's Thesis, Clark University, Worcester, Massachusetts

Available from—Elaine F. Bosowski, Department of Geography, University of Colorado, Boulder, Colorado 80302 (\$4.00)

EDRS Price MF-\$0.76 PLUS POSTAGE, HC Not Available from EDRS.

Descriptors—Communication (Thought Transfer), Course Evaluation, Geographic Concepts, Geography, \*Geography Instruction, Graphic Arts, \*Learning Activities, Maps, \*Map Skills, Masters Theses, Role Playing, Secondary Education, \*Simulation, \*Social Studies, Teaching Techniques

This paper justifies the teaching of cartography in secondary schools and expands graphic knowledge by providing a formal graphic language simulation lesson. The cartographer's task, decisions, and methodologies are approximated by the use of this role playing scenario. Students assume the roles of map authors who are contracted to draw up a set of maps depicting the fire damage risk for the properties in a one block area of an industrial city. Using the materials provided—including photographs, census data, hydrant and fire alarm locations, traffic flow charts, and building locations—students familiarize themselves with the data and set about attacking the problem. The end products of their work are maps which are evaluated by the class to see who will be awarded a further contract. The final section examines the simulation for its value as a decision-making exercise, its conveyance of the cartographic system, and as a communication exercise in self-expression. (Author/DE)

ED 109 001 SO 008 409

Crackenberg, Vincent

*Politics as Education: The Foundations of the Morally Legitimate State.*

Pub Date Mar 75

Note—22p.; Paper presented at annual meeting of the Philosophy of Education Society (31st, Kansas City, Missouri, March 22-25, 1975)

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE



Descriptors—\*Authoritarianism, Court Litigation, Democratic Values, Due Process, Educational Environment, Justice, \*Legal Responsibility, Moral Development, Moral Issues, \*Political Science, \*Political Socialization, Politics, \*Power Structure, Social Change

The author argues that education should be the end and aim of politics. Further, he argues that in order for a state to be morally legitimate it must provide social and political conditions that promote and further human education and development and concludes with a practical intimation of this principle. Traditional liberal political theory arranges institutions and society in such a way that self-interested men, gathered together into opposing factions, could be prevented from harming each other. However, state authority can be made compatible with individual autonomy only if authority is exercised on behalf of securing the political conditions that enable men to take responsibility for their actions and thereby to become morally autonomous. Wherever possible, regimes based upon limiting power to prevent its being abused should be replaced with regimes grounded in the full moral and intellectual participation of individual persons in political affairs. One practical example of this principle can be applied to the jury system. Juries must be given the duty to decide upon evidence presented to it and whether the law which was broken is morally legitimate in an individual situation. In order to promote consistencies among jury verdicts, the state must provide social and political conditions whereby people of differing opinions may communicate in an attempt to overcome their differences and build greater human understanding. (Author/DE)

**ED 109 002** SO 008 415

Goldberg, Robert

Recent Materials on China and U.S.-China Relations. An Annotated Bibliography. Service Center Paper on Asian Studies, No. 8.

Ohio State Univ., Columbus. Service Center for Teachers of Asian Studies.

Pub Date Sep 74

Note—36p.

Available from—Dr. Franklin Buchanan, Association for Asian Studies, Ohio State University, 29 West Woodruff Avenue, Columbus, Ohio 43210 (\$1.00)

**EDRS Price MF-\$0.76 HC-\$1.95 PLUS POSTAGE**

Descriptors—\*Annotated Bibliographies, Asian Americans, \*Asian Studies, Audiovisual Aids, Bibliographies, Chinese Culture, Foreign Countries, \*Foreign Relations, Secondary Education, \*Social Studies

Identifiers—China

This bibliographic essay of books, articles, and audiovisual aids on China is designed to help teachers and community educators identify new materials for use in planning classroom units and community education programs, and to present some emerging themes in America's new relationship with China around which discussions could be organized. The listings are arranged into six parts: (1) accounts by recent visitors to China, (2) general books about China and U.S.-China relations, (3) major areas of professional interest in China, (4) important issues in Sino-American relations, (5) Chinese periodicals and Chinese perspectives, and (6) resources for teachers. Most of the materials included in this annotated bibliography date from 1971-74. Each bibliographic selection includes the complete title, publisher, number of pages, price, and a short annotation. The unit on resources for teachers suggests resource and curriculum guides, periodicals and newspapers, starter kits, maps, and audiovisual materials appropriate for the secondary classroom. Exceptionally useful and highly recommended works are starred. (Author/JR)

**ED 109 003** SO 008 417

Kelly, Harry. And Others

A Senior High School Social Studies Unit on Africa South of the Sahara. World History Series, Bulletin No. 252.

Montgomery County Public Schools, Rockville, Md.

Pub Date [71]

Note—91p.; For related documents see SO 008 418 and SO 008 419

Available from—Montgomery County Public Schools, 540 N. Stonestreet Ave., Rockville, Maryland 20850 (\$5.00)

**EDRS Price MF-\$0.76 PLUS POSTAGE. HC Not Available from EDRS.**

Descriptors—\*African Culture, \*African History, \*Area Studies, Cross Cultural Studies, Curriculum Development, Curriculum Guides, History Instruction, Inquiry Training, Lesson Plans, Secondary Education, Social Studies, \*Social Studies Units, \*World History

This secondary level curriculum guide provides a program and identifies materials for the study of the history and culture of Africa south of the Sahara. The primary purpose of this course is to stimulate thought and to encourage students to make valid generalizations and intelligent assessments of the forces and events that have and are shaping the cultures of Africa. Each lesson contains behavior and content objectives, suggested activities and procedures, suggested source materials, and student evaluation methods. The guide includes three major topics and subtopics within each major topic. Within the topic of the myth and reality of Africa are units on geography, racial makeup, culture, and history. Within the topic of the African Colonial period are units on early exploration and penetration, slavery and the slave trade, Atlantic slave trade, and European scramble and partition. Within the topic of African independence are units on the advent of independence; selected study examples including Ghana, Nigeria, Senegal, Tanzania, and South Africa; problems of nation-building, and Pan-Africanism. The appendices include supplementary materials for teacher preparation and further student resources and activities. (Author/DE)

**ED 109 004** SO 008 418

Magee, Paul

A Senior High School Social Studies Unit on Latin American History. World History Series, Bulletin No. 257.

Montgomery County Public Schools, Rockville, Md.

Pub Date 72

Note—60p.; For related documents, see SO 008 417 and SO 008 419

Available from—Division of Supply Management, Montgomery County Public Schools, Lincoln Center, 540 N. Stonestreet Ave., Rockville, Maryland 20850 (\$5.00)

**EDRS Price MF-\$0.76 PLUS POSTAGE. HC Not Available from EDRS.**

Descriptors—\*American History, \*Area Studies, Cross Cultural Studies, Curriculum Development, Curriculum Guides, Inquiry Training, \*Latin American Culture, Lesson Plans, Secondary Education, Social Studies, \*Social Studies Units, \*World History

Identifiers—\*Latin America

This secondary level curriculum guide provides a program and identifies materials for the history and culture of Latin America. The primary purpose of the course is to stimulate thought and to encourage students to make valid generalizations and intelligent assessments of the forces and events that have shaped the history and culture of Latin America. Each lesson contains behavior and content objectives, suggested activities and procedures, suggested source materials, and student evaluation methods. Unit topics include geography; pre-Hispanic Indian cultures; Spanish exploration; Spanish American empire; Mexican independence; biographical study of Santa Ana, Benito Juarez, and Porfirio Diaz; the Mexican Revolution of 1910 and Constitution of 1917; Mexico since 1940; Mexico's relations with the United States; independence movements in Central and South America; historical development of Central and South America; origins and problems of Latin America; Central and South American relations with the United States; early history of the Caribbean area; recent events in the Caribbean; and cultural development of Latin America. Also included are a list of film sources, bibliography, notes on the Mexican Constitution, and sample student evaluation materials. (Author/DE)

**ED 109 005** SO 008 419

Perialis, Stephen

Social Studies Secondary Curriculum Guide on Far Eastern History. World History Series, Bulletin No. 256.

Montgomery County Public Schools, Rockville, Md.

Pub Date 72

Note—79p.; For related documents, see SO 008 417 and SO 008 418

Available from—Division of Supply Management, Montgomery County Public Schools, Lincoln Center, 540 N. Stonestreet Ave., Rockville, Maryland 20850 (\$5.00)

**EDRS Price MF-\$0.76 PLUS POSTAGE. HC Not Available from EDRS.**

Descriptors—\*Area Studies, \*Asian History, \*Asian Studies, Cross Cultural Studies, Curriculum Development, Curriculum Guides, History Instruction, Inquiry Training, Lesson Plans, Secondary Education, Social Studies, \*Social Studies Units, \*World History

Identifiers—China, Japan

This secondary level curriculum guide provides a program and identifies materials for the study of the history and culture of China and Japan. The purpose of the course is to provide exercises that require students to research, question, analyze, synthesize, and evaluate historical data. Each lesson contains behavior and content objectives, suggested activities and procedures, suggested source materials, and student evaluation methods. The 36 lesson units include topics on China's and Japan's geography, economic system, society, culture, history, foreign policy, religion, government, Western influence, foreign relations, and value systems. Also included are suggestions for related books, films, filmstrips, and records. (Author/DE)

**ED 109 006** 95 SO 008 420

Title IX Ethnic Heritage Project Analysis: A Study of Title IX, ESEA, Ethnic Heritage Projects Funded by the U. S. Office of Education, Health, Education and Welfare, July 1, 1974, through June 30, 1975.

Illinois State Office of Education, Chicago. Urban and Ethnic Education Section.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date Jun 75

Note—76p.; Prepared in conjunction with the Illinois/Chicago Project for Inter-Ethnic Dimensions in Education, a joint ESEA Title IX project between the Illinois State Office of Education and the University of Illinois at Chicago Circle

Available from—Urban and Ethnic Education Section, Illinois Office of Education, 188 W. Randolph Street, Chicago, Illinois 60601; (limited number of copies free upon request)

**EDRS Price MF-\$0.76 HC-\$4.43 PLUS POSTAGE**

Descriptors—Cross Cultural Studies, \*Curriculum Development, Curriculum Evaluation, \*Curriculum Research, Directories, Educational Development, Educational Objectives, Elementary Secondary Education, Ethnic Groups, \*Ethnic Studies, \*Program Descriptions, \*Projects

Identifiers—Elementary Secondary Education Act Title IX, ESEA Title IX

In 1974, the Ethnic Heritage Studies Branch of the Office of Education granted awards to 42 institutions throughout the United States. A questionnaire was developed and completed by all projects to detail the component activity and goals of each individual project. This report summarizes those questionnaires, providing ready reference to the projects and their activities. Part 1 contains project descriptions which include awards, title, director, staff, bibliographies, field tests, deadlines, other related projects, and unique aspects about the project. Part 2 categorizes each project by whether it focuses on secondary resources, bibliographies, units, and establishing resource centers or focuses on in-depth ethnographic studies of a particular neighborhood using mainly primary sources. The third part categorizes the projects according to evaluation form, curriculum materials development, curriculum models used, media material development, academic discipline, personnel materials development, ethnic groups to be studied, and ethnic and community group participation. (DE)

**ED 109 007** SO 008 423

Shea, Brent. Rehberg, Richard A.

Identification of Selection Variables Associated with Years of Schooling Achieved.

Spons Agency—National Inst. of Mental Health (DHEW), Rockville, Md.; National Science Foundation, Washington, D.C.; State Univ. of New York Research Foundation, Albany.

Pub Date Oct 73

Note—30p.; Paper presented to New York State Sociological Association Convention (October 12, 1973)

EDRS Price MF-\$0.76 HC-\$1.95 PLUS POSTAGE

Descriptors—\*Academic Achievement, \*Academic Aptitude, Dropout Characteristics, Educational Attitudes, Educational Interest, \*Educational Research, High Achievers, Higher Education, Intelligence Factors, Low Ability Students, \*Predictor Variables, Secondary Education, Self Concept, Social Science Research, Socioeconomic Status, Sociology, \*Student Characteristics

The relationship between pre-existing differences in student attitudes, values, personality, and length of school career is examined in this research report. A sample of 2,790 students who in 1967 were enrolled as freshmen in seven urban and suburban, public and parochial school systems in southern New York completed a questionnaire during their freshman year, sophomore year, senior year, and one year after graduation. Sub-samples were defined in terms of educational status after completion of high school including four-year college students, two-year college students, terminal high school students, and dropouts. Comparisons between the four sub-samples were made according to status background and intelligence, educational career variables, scholastic attitude variables, and self-reference variables. The data confirmed that individuals now in four-year colleges scored higher on the selected variables than those in two-year colleges, who in turn scored higher than terminal high school students, who in turn scored higher than dropouts. Such differences in scores existed not only as recently as the senior year of high school but as early as the freshman year. The findings suggest that pre-existing differences influence the length of formal schooling. (Author/DE)

ED 109 008 SO 008 431

Hart, John Fraser

**Geographic Manpower: A Report on Manpower in American Geography, Publication No. 3.** Association of American Geographers, Washington, D.C. Commission on College Geography. Spons Agency—National Science Foundation, Washington, D.C.

Pub Date 66

Note—33p.

EDRS Price MF-\$0.76 HC-\$1.95 PLUS POSTAGE

Descriptors—Doctoral Programs, \*Educational Demand, \*Educational Supply, \*Educational Trends, Employment Opportunities, Enrollment Influences, \*Geography, \*Geography Instruction, Graduate Study, Higher Education, National Surveys, Productivity, Trend Analysis, Undergraduate Study

A shortage of qualified personnel in the field of geography in 1966 led to this national survey which assessed the current number of geographers in American colleges and universities. The principle source of information came from a set of questionnaires sent to the chairmen of 267 geography departments across the country. The results indicated abundant new opportunities for geographers in college teaching, curriculum reform, secondary education, and environmental research. Although production of doctoral, master's, and baccalaureate degrees in geography would double between 1963 and 1975, the number of people who would receive doctoral degrees between 1963 and 1972 would fail to satisfy the estimated demand. Four university departments granted nearly one-third of all doctorates earned in geography between 1960 and 1965, and more than two-thirds were granted by the 12 largest departments. Economic geography was the most popular professional specialty indicated by resident graduate students. Finances and family obligations were the principle factors which induced students to leave graduate school before completing their dissertations. (Author/DE)

ED 109 009 SO 008 432

Calef, Wesley And Others

**New Approaches in Introductory College Geography Courses, Publication No. 4.** Association of American Geographers, Washington, D.C. Commission on College Geography. Spons Agency—National Science Foundation, Washington, D.C.

Pub Date 67

Note—181p.

EDRS Price MF-\$0.76 HC-\$9.51 PLUS POSTAGE

Descriptors—\*Course Descriptions, Curriculum Development, Curriculum Guides, Geographic Concepts, \*Geography, \*Geography Instruction, Higher Education, Human Geography, Physical Geography, Problem Solving, \*Social Sciences, World Geography

As part of a program to improve college and university training geography, this book contains four course outlines developed by members of the Commission on College Geography of the Association of American Geographers. "A Proposal for a New Geography Course for Liberal Education: Introduction to Geographic Behavior" is an introductory course to basic geographic concepts that emphasizes active student problem solving rather than lectures. "The World Regional Geography Course: Alternative Approaches" is a two-semester course focusing on global geographical processes that uses the lecture-discussion teaching approach. "Introduction to Geography—A Spatial Approach, A One-Semester Course Outline" studies the locations, distributions and spatial associations of natural and cultural phenomena through a student problem-solving approach. "Introduction to the Study of Geography" is a lecture-oriented course designed for non-majors. Each of the course outlines contains suggested student readings. (Author/DE)

ED 109 010 SO 008 433

Hart, John Fraser

**Manpower in Geography: An Updated Report, Publication No. 11, Revision of Publication No. 3.**

Association of American Geographers, Washington, D.C. Commission on College Geography. Spons Agency—National Science Foundation, Washington, D.C.

Pub Date 72

Note—47p.; For related document, see SO 008 431

EDRS Price MF-\$0.76 HC-\$1.95 PLUS POSTAGE

Descriptors—Doctoral Programs, \*Educational Demand, \*Educational Supply, \*Educational Trends, Employment Opportunities, Enrollment Influences, \*Geography, \*Geography Instruction, Graduate Study, Higher Education, National Surveys, Productivity, Trend Analysis, Undergraduate Study

This report supplements a 1966 report measuring trends in the production of geography graduates (see related document SO 008 431). The statistical information in this report was collected from published sources and a questionnaire sent to geography department chairmen in 1971. The results of the questionnaire indicate a surplus of Ph.D. graduates in geography for the number of jobs available in the field. The number of degrees in geography at the doctoral, master's, and baccalaureate levels is expected to double in the 1970s. College teaching remains the preemptive career choice of geographers, yet the surplus will encourage university administrators to hold down salaries, increase teaching loads, and defer tenure. Geographers formerly dependent upon college teaching jobs must develop alternative career opportunities. The ten largest geography departments granted over 50 percent of all doctoral degrees. The center of graduate activity is shifting to universities on the west coast. Urban geography, cultural geography, and economic geography are the most popular topical specialties of contemporary graduate students. (Author/DE)

ED 109 011 SO 008 434

Corey, Kenneth E. And Others

**Field Training in Geography, Technical Paper No. 1.**

Association of American Geographers, Washington, D.C. Commission on College Geography. Spons Agency—National Science Foundation, Washington, D.C.

Pub Date 68

Note—69p.

EDRS Price MF-\$0.76 HC-\$3.32 PLUS POSTAGE

Descriptors—\*Course Descriptions, Curriculum Development, \*Field Experience Programs, \*Field Instruction, Field Trips, Geographic Concepts, \*Geography, \*Geography Instruction, Physical Geography, Social Sciences

The articles in this report describe how field work, which is highly relevant to modern

research and theory, can be used to improve geographic instruction at several instructional levels. Chapter one places the role of field work in geographic instruction in the broader context of contemporary theories of learning. The second chapter describes an introductory course in which basic geographic concepts are taught primarily by field work in the local area. Chapter three discusses the organization and operation of an interim, on-campus field course for advanced undergraduate and beginning graduate students; such a course would be the capstone in which students apply the knowledge and skills which they have acquired in their other geography courses. The fourth chapter deals with a field seminar designed to provide practical research experience for graduate students who have already had some training in field work. The appendix is a personal essay on the operations of a geographical field trip. Also included is a bibliography of selected materials pertinent to the role of field work in geography instruction. (Author/DE)

ED 109 012 SO 008 435

Nunley, Robert E.

**Living Maps of the Field Plotter: Analog Simulation of Selected Geographic Phenomena, Technical Paper No. 4.**

Association of American Geographers, Washington, D.C. Commission on College Geography. Spons Agency—National Science Foundation, Washington, D.C.

Pub Date 71

Note—175p.

EDRS Price MF-\$0.76 HC-\$8.24 PLUS POSTAGE

Descriptors—\*Analog Computers, \*Computer Assisted Instruction, Educational Innovation, \*Educational Technology, Geographic Concepts, \*Geography, \*Geography Instruction, Higher Education, Instructional Media, Map Skills, Simulation, Teaching Methods

This technical report describes the operation of a field plotter and the kinds of geographic problems that the instrument can simulate. The field plotter is an easily operated analog computer which employs the electrically conductive sheet analog to simulate a wide range of physical and human-related spatial phenomena. The diffusion patterns of current in the sheet are mapped directly by marking and measuring voltage with a pencil probe. The resulting map of electrical potential is a direct analog to the spatial distribution of response to a simulated geographic phenomenon. After a brief introduction, chapter two discusses the geographic concepts of location, distribution, and spatial processes and rates the manner in which the field plotter describes these concepts. Chapter three examines the technical theory behind the field plotter. The fourth chapter presents the operations of the field plotter. Chapter five examines six specific applications of the instrument to geographic problems and models. The sixth chapter describes how field plotter techniques can be applied to wider geographic problems. (Author/DE)

ED 109 013 SO 008 436

Marble, Duane F. Anderson, Bruce M.

**Landuse: A Computer Program for Laboratory Use in Economic Geography Courses, Technical Paper No. 8.**

Association of American Geographers, Washington, D.C. Commission on College Geography. Spons Agency—National Science Foundation, Washington, D.C.

Pub Date 72

Note—74p.

EDRS Price MF-\$0.76 HC-\$3.32 PLUS POSTAGE

Descriptors—Agricultural Production, \*Agricultural Trends, \*Computer Assisted Instruction, Computer Programs, \*Digital Computers, Educational Innovation, Educational Technology, Geographic Concepts, \*Geography, \*Geography Instruction, Higher Education, Instructional Media, Teaching Methods

This technical report describes a digital computer program on the spatial structure of agricultural production and how it can be used in economic geography courses. Chapters one through four, respectively, (1) examine the use of digital computers in the teaching of college geography, (2) analyze the von Thunen theory which postulates laws that influence the prices of agricultural products and the way in which price variations are subsequently translated into pat-

terns of agricultural land use, (3) describe the Landuse program which is based upon the von Thunen model, and (4) present six cases which demonstrate the versatility, flexibility, and applicability of the program. The appendix includes detailed operating and key punching instructions for the Landuse program and for computer programs in general. Also included is a distribution address of the Geography Program Exchange (GPE) which has been established to assist universities and other non-profit organizations with the interchange of computer software that relates to problems of geographic nature. (Author/DE)

**ED 109 014** SO 008 439

Johnson, Denis F.  
**National Social Indicator Reports: Some Comparisons and Prospects.**

Pub Date Jun 75  
Note—20p.; Paper presented at the General Assembly of the World Future Society (2nd, Washington, D.C., June 2-5, 1975)

**EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE**

**Descriptors**—Comparative Analysis, Comparative Testing, Cross Cultural Studies, Data Bases, Data Collection, Information Sources, \*International Programs, National Norms, \*National Surveys, \*Social Change, \*Sociocultural Patterns, Statistical Data, \*Trend Analysis  
**Identifiers**—\*Social Indicators

This report provides comparisons among the social indicator reports of seven countries including Canada, France, Great Britain, Japan, Norway, the United States, and West Germany. The purpose of social indicator research in each country is to provide a means for developing more adequate answers to the questions over present and emerging social trends. Limitations of the social indicator reports are that at best the data are purely descriptive of broadly aggregate trends and can provide only a general perspective of the emerging trends. The appendix is a comparison chart of social-concern coverage reports of the seven countries on 12 areas of social concern including population characteristics; family characteristics; housing and community characteristics; social welfare and security of the population; health and nutrition; public safety and legal justice; education and training; work, income, wealth, and expenditures; leisure, recreation, and cultural activity; social mobility and social participation; and miscellaneous areas. (Author/DE)

**ED 109 015** SO 008 440

Amara, Roy  
**The Next 25 Years: Crises and Challenges.**

Pub Date 2 Jun 75  
Note—10p.; Paper presented at the Plenary Session of the General Assembly of the World Future Society (2nd, Washington, D.C., June 1975)

**EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE**

**Descriptors**—\*Conservation (Environment), Developed Nations, Developing Nations, Foreign Relations, \*Futures (of Society), \*Global Approach, Natural Resources, Nuclear Warfare, Peace, Prediction, Resource Allocations, Social Problems, Trend Analysis, War, \*World Affairs, \*World Problems

Within the next 25 years each major world problem will continue to grow and challenge the finest minds for equitable solutions. Yet the core world issue, from which most other problems stem, is the maintenance of an equitable and dynamic equilibrium between world populations and world resources. We are faced with a set of challenges stemming from relatively shrinking resources, growing pressures for redistribution of wealth and income, and the growing likelihood of the use of nuclear weapons to remedy perceived inequalities. The solution to the present disequilibrium requires transformations in individual perceptions, cognitive capabilities, and participative processes. The principal actors in the quest for solution will not be nation-states but groups of nations categorized according to the amount of world resources to which they have access. Those nations that have some access to resources but not enough to sustain themselves will have the greatest incentives for cooperation and interdependent behavior. As a group they are in the best position to act as intermediaries between the more powerful independent nation-states and the

most underdeveloped dependent countries. (Author/DE)

**ED 109 016** SO 008 442

Fisher, Andrew A. And Others

**Training Teachers in Population Dynamics: A Preliminary Evaluation of the Urban Life-Population Education Institutes in Baltimore.**

Johns Hopkins Univ., Baltimore, Md. Dept. of Population Dynamics; Planned Parenthood Association of Maryland, Baltimore.  
Spons Agency—Rockefeller Foundation, New York, N.Y.

Pub Date 7 Feb 74

Note—23p.; A paper presented at the Annual Meeting of the World Population Society (First, Washington, D.C., February 7, 1974)

**EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE**

**Descriptors**—Curriculum Development, \*Demography, Elementary Secondary Education, \*Institutes (Training Programs), \*Population Education, Population Trends, Program Descriptions, Program Evaluation, Teacher Education, Teacher Improvement, \*Teacher Workshops, \*Urban Environment, Urban Population

This paper describes a series of Urban Life-Population Education workshops held for city school teachers in Baltimore, Maryland. The workshops introduced teachers to basic demographic concepts and statistical techniques, provided the teachers with a knowledge base as a prerequisite for meaningful discussions of population issues, related problems of urban living to population processes, and developed curriculum materials suitable for teaching population education in grades K through 12. An evaluation of the program showed that teachers' knowledge of selected demographic concepts and facts increased between the pre-workshop period and the post-workshop period. High school teachers showed greater effective change in knowledge than lower grade teachers, although there remained widespread interest in population education among all teachers. The original program schedule was modified two times during the course of the workshop resulting in fewer formal presentations, more teacher discussions, and greater teacher involvement in the workshop program. (Author/DE)

**ED 109 017** SO 008 444

Fink, Michael

**Varieties and Trends in Music Analysis: A Commentary on the Literature. Technical Note 3-72-14.**

Southwest Regional Laboratory for Educational Research and Development, Los Alamitos, Calif.

Report No.—TN-3-72-14

Pub Date 30 May 72

Note—23p.; For related document, see SO 008 445

**EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE**

**Descriptors**—\*Auditory Perception, Content Analysis, Educational Research, Elementary Education, \*Literature Reviews, \*Music, Musical Composition, Music Appreciation, Music Education, \*Music Techniques, \*Music Theory, Nonverbal Communication, Psychological Studies, Structural Analysis

This commentary examines the primary types of music analysis. Although the study focuses mainly upon individual trends and schools of thought, some attention is given to the evolution of ideas within the field. Methodologies are considered in the light of their applicability to individual or classroom analysis by students. From the most traditional point of view, music possesses four constituent components: melody, harmony, rhythm, and form. The components are separable for concentrated descriptive and analytical purposes but can also be considered in selected combinations or all together for comprehensive analytical work. Analysis methodologies described include the following: musical forms, schemes, and designs; music appreciation; melodic analysis; rhythmic analysis; harmonic analysis; Schenker system or tonal analysis; unit theory; style analysis; musical performance analysis; complete composition analysis; phenomenological analysis or the human physical and psychological response to music; music as information communication; computer musical analysis; analysis in the elementary school; and comprehensive music analysis. (Author/DE)

**ED 109 018** SO 008 445

Rasborough, Kathy And Others

**Teaching the Young Child to Sing: A Literature Review with Annotated Bibliography. Technical Note 3-72-11.**

Southwest Regional Laboratory for Educational Research and Development, Los Alamitos, Calif.

Report No.—TN-3-72-11

Pub Date 5 May 72

Note—52p.; For related document, see SO 008 444

**EDRS Price MF-\$0.76 HC-\$3.32 PLUS POSTAGE**

**Descriptors**—Annotated Bibliographies, Auditory Discrimination, \*Auditory Perception, Auditory Tests, Educational Research, Elementary Education, \*Literature Reviews, \*Music, \*Music Education, Music Techniques, Singing, \*Vocal Music

This study examines the literature and research for teaching young children how to sing. The review treats the following variables pertinent to early instruction in singing: task sequence, music stimulus, feedback mode, presentation mode, age at which training is begun, optimum number of repetitions, singing alone vs. singing with stimulus, and physical factors. Although research in music has a long history, the use of scientific experimentation is a recent phenomenon; consequently, little information can be accepted with a substantial degree of confidence. Generally accepted research includes the facts that the natural range of a child's voice is small but will expand up and down with the passage of time; range expansion can be hastened by training; pitch inaccuracy is more widespread in younger children than older children, although the problem lessens with age and training; no superior voice training method is known, although presentation and feedback modes have proved successful; and children are more likely to sing on pitch if a singing model is presented in their vocal range and they are given visual feedback. Also included is an annotated bibliography of background and research materials. (Author/DE)

**ED 109 019** SO 008 446

Eu, Laurel And Others

**Pitch Discrimination of Persons with and without Musical Training. Technical Note 3-72-10.**

Southwest Regional Laboratory for Educational Research and Development, Los Alamitos, Calif.

Report No.—TN-3-72-10

Pub Date 17 Apr 72

Note—18p.

**EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE**

**Descriptors**—\*Auditory Discrimination, \*Auditory Perception, \*Auditory Tests, Educational Research, \*Music, \*Music Education, Music Teachers, Music Techniques, Teacher Qualifications

The purpose of this study is to determine whether non-musically trained persons can make pitch discriminations as well as those with musical training. Four musically trained and four non-musically trained adults listened to an audio recording of pitches and judged whether the second pitch was higher or lower than the first. The results indicate that scores earned by non-musicians were quite similar to scores obtained by the persons with musical training. There is no appreciable difference between the non-music and music subjects on either the range of errors or point of subjective equality. The implications of the research are that regular non-musically trained teachers should be able to provide adequate monitoring and feedback for the students' singing performances. (Author/DE)

**ED 109 020** SO 008 449

Haynes, Felicity

**Pragmatic Rationality in Education.**

Pub Date Mar 75

Note—13p.; Paper presented at the Annual Meeting of the Philosophy of Education Society (Kansas City, Missouri, March 1975)

**EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE**

**Descriptors**—Creative Thinking, Educational Objectives, \*Educational Philosophy, \*Educational Theories, \*Existentialism, Learning Processes, \*Logical Thinking, Philosophy, Sensory Experience, Systems Approach, \*Thought Processes



In the last few decades there has been a move in philosophy of education toward a concept of pragmatic rationality. This paper examines whether the move away from systematicity, fixed guiding principles or logical systems, makes this notion of pragmatic rationality so broad that it can encompass any procedure of selection which involves rules, no matter how private, flexible, or tacit these rules may be. It further examines how the existentialist emphasis on the value of passive and nonintentional lived-reality can be related to the move to characterize teaching as the encouragement of genuine engagement of the individual's rational judgment on underlying issues. The notion of rational practicality for both the rationalist and existentialist consists of an interaction, a dialectic between experience and systematicity, in which the priority of either will depend on the nature of the decision to be made. The very vagueness of the definition emphasizes that the pursuit of knowledge is determined at every stage by unspecified powers of thought which are subject to certain limitations and boundary conditions but which are still open to judgement on the basis of immediate sensory experience, structured disciplines, past knowledge, guiding principles, and communal agreements. (Author/DE)

**ED 109 021** SO 008 450

Ryan, John Morris. And Others.

**Area Handbook for Mexico. First Edition.**

American Univ., Washington, D.C. Foreign Area Studies; Johnson Research Associates, Inc., Santa Barbara, Calif.

Report No.—DA-Pam-550-79

Pub Date 70

Note—546p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (\$6.85)

**EDRS Price MF-\$0.92 HC-\$27.29 PLUS POSTAGE**

Descriptors—American History, \*Area Studies, Comparative Education, Cultural Background, Demography, Economics, Ethnic Groups, \*Foreign Culture, Foreign Relations, Geography, Governmental Structure, \*Latin American Culture, \*Mexicans, Military Organizations, National Defense, Politics, Religion, Social Structure, Sociocultural Patterns, Values

Identifiers—\*Mexico

This volume on Mexico is one of a series of handbooks prepared by the Foreign Area Studies (FAS) of the American University. It is designed to be useful to military and other personnel who need a convenient compilation of basic facts about the social, economic, political, and military institutions and practices of Mexico. The emphasis is on objective description of the nation's present society and the kinds of possible or probable changes that might be expected in the future. The book is organized into four sections covering social, political, economic, and national security aspects of Mexico. An extensive bibliography and a glossary of Mexican terms are included. (Author/ND)

**ED 109 022** SO 008 451

Nelson, Harold D. And Others

**Area Handbook for Senegal. Second Edition.**

American Univ., Washington, D.C. Foreign Area Studies.

Report No.—DA-Pam-550-70

Pub Date 74

Note—411p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (\$6.10)

**EDRS Price MF-\$0.76 HC-\$20.94 PLUS POSTAGE**

Descriptors—\*African Culture, African History, \*Area Studies, Communications, Cultural Background, Demography, \*Developing Nations, Economics, Ethnic Groups, \*Foreign Culture, Foreign Relations, Geography, Governmental Structure, National Defense, Politics, Religion, Social Systems

Identifiers—\*Senegal

This volume on Senegal is one of a series of handbooks prepared by Foreign Area Studies (FAS) of the American University. It is designed to be useful to military and other personnel who need a convenient compilation of basic facts about the social, economic, political, and military institutions and practices of Senegal. The emphasis is on objective description of the nation's

society and the kinds of possible or probable changes that might be expected in the future. Major sections of the book cover social, political, economic, and national security areas of Senegal's society. A bibliography and a glossary of Senegalese terms are included. (Author/ND)

**ED 109 023** SO 008 452

Keefe, Eugene K. And Others

**Area Handbook for Bulgaria. First Edition.**

American Univ., Washington, D.C. Foreign Area Studies.

Report No.—DA-Pam-550-168

Pub Date 74

Note—331p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (D 101.22:550-168, \$5.55)

**EDRS Price MF-\$0.76 HC-\$17.13 PLUS POSTAGE**

Descriptors—\*Area Studies, Communications, \*Communism, Comparative Education, Cultural Background, \*Developing Nations, Economics, \*European History, \*Foreign Culture, Foreign Relations, Governmental Structure, Military Organizations, Politics, Social Structure, Social Systems

Identifiers—\*Bulgaria

This volume on Bulgaria is one of a series of handbooks prepared by the Foreign Area Studies (FAS) of the American University for use by military and other personnel who need a convenient compilation of basic facts about the social, economic, political, and military institutions and conditions in various countries. The emphasis is on description of the nation's present society and the kinds of possible or probable changes that might be expected in the future. Despite concentration on the current Communist era in Bulgaria, important historical factors are referred to as necessary, for more full understanding of the contemporary scene. An historical chapter is also included to provide the proper setting for the modern state. An extensive bibliography and a convenient glossary are provided. (Author/ND)

**ED 109 024** SO 008 453

Nyrop, Richard F. And Others

**Area Handbook for the Hashemite Kingdom of Jordan. Second Edition.**

American Univ., Washington, D.C. Foreign Area Studies.

Report No.—DA-Pam-550-34

Pub Date 74

Note—285p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (D 101.22:550-34.2, \$6.30)

**EDRS Price MF-\$0.76 HC-\$14.59 PLUS POSTAGE**

Descriptors—\*Area Studies, Comparative Education, Cultural Background, \*Developing Nations, \*Diplomatic History, Economics, \*Foreign Relations, Geography, Islamic Culture, Middle Eastern History, \*Middle Eastern Studies, National Defense, Politics, Religion, Social Structure

Identifiers—\*Jordan

This volume on Jordan is one of a series of handbooks prepared by the Foreign Area Studies (FAS) of the American University for use by military and other personnel who need a convenient compilation of basic facts about the social, economic, political, and military institutions and practices of various countries. The present volume is the first revision of a study prepared in 1968 and published in 1969. This revision retains some segments of the 1968 study but is basically a new work, with particular attention to the events of the 1969-1973 period. The emphasis is on objective description of the nation's present society and the kinds of possible or probable changes that might be expected in the future. The book is organized into four sections—the social, political, economic, and national security aspects of Jordan. An extensive bibliography and a short glossary are included. (Author/ND)

**ED 109 025** SO 008 454

Hughes, Wayne And Others

**United States History: Colonization through Reconstruction. A Curriculum Guide for Grade 7.**

Carroll County Public Schools, Westminster, Md. Spons Agency—Maryland State Dept. of Education, Baltimore.

Pub Date 74

Note—270p.

Available from—Donald P. Vetter, Supervisor of Social Studies, Carroll County Board of Education, Westminster, Maryland 21157 (\$15.00); Pages 66 and 169 have been removed to conform with copyright laws

**EDRS Price MF-\$0.76 HC-\$13.32 PLUS POSTAGE**

Descriptors—Cartoons, Class Activities, Colonial History (United States), Concept Teaching, Curriculum Guides, Grade 7, Junior High Schools, \*Learning Activities, Reconstruction Era, \*Social Studies, \*Social Studies Units, \*United States History

This curriculum guide of seventh grade materials for United States history, colonization through reconstruction, is prepared for the Carroll County Public Schools. Learning activities of the units are based on material available in the Carroll County Schools. The purpose of the program is to have students discover meaning and relevance in the study of the past through development of the analytical concepts of cause and effect, loyalty to one's country, empathy, the industrialization-urbanization syndrome, the historical method, and social change. Major topics of study include the establishment of colonies, the Revolutionary War, political cartoons, establishment of the United States, the Jacksonian Era, the growth of the United States, and sectionalism and the Civil War. An evaluation of the program and appendices conclude the document. (Author/JR)

**ED 109 026** SO 008 455

**Individualized Instructional Materials on State and Local Government, Grades 5-12.**

Carroll County Public Schools, Westminster, Md. Spons Agency—Maryland State Dept. of Education, Baltimore.

Pub Date 74

Note—275p.; Developed as part of a citizenship education project funded by the Maryland State Department of Education

Available from—Donald P. Vetter, Supervisor of Social Studies, Carroll County Board of Education, Westminster, Maryland 21157 (\$30.00 for total set of nine student packages and teacher's guides)

**EDRS Price MF-\$0.76 HC-\$13.32 PLUS POSTAGE**

Descriptors—American Government (Course), \*Civics, Curriculum Guides, Elementary Secondary Education, \*Individualized Instruction, Learning Activities, \*Local Government, \*Social Studies, \*State Government

This document contains nine individualized learning packages for use by elementary and secondary students on the forms and functions of local, county, and state governmental units. The learning activities packages and teacher's guides in this bulletin were developed during a citizenship education workshop. The units explore use of county agencies, agencies which aid during disasters, the functions of county commissioners, the county executive form of government, county social service agencies, state government, planning and zoning, and interest groups. Each unit includes both the individualized instruction package for the student and the teacher's guide. The student package includes pre- and posttests, sequential learning activities, and supplementary activities and resources. The learning activities are based on material available from the Carroll County Public Schools. (JR)

**ED 109 027** SO 008 456

Bobbitt, Cheryl And Others

**African Cultures in Transition. A Learning Activity Package for Grade 8. [And] Teacher's Guide.** Carroll County Public Schools, Westminster, Md. Pub Date 74

Note—22p.; Related documents are SO 008 457-460

Available from—Donald P. Vetter, Supervisor of Social Studies, Carroll County Board of Education, Westminster, Maryland 21157 (\$3.00 for Activity Package, \$.50 for Teacher's Guide)

**EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE**

Descriptors—\*African Culture, African History, Educational Resources, Grade 8, \*Individualized Instruction, Individualized Programs, Junior High Schools, \*Learning Activities, Performance Contracts, Social Studies, \*Social Studies Units, Tribes

Identifiers—\*Africa, Learning Activity Packets  
Developed for the Carroll County Public Schools, this Learning Activity Package (LAP) for grade 8 offers a way to provide individualized

learning about African cultures. Learning activities presented are based on curriculum and audiovisual materials available in the Carroll County Schools. The focus of the unit is on the effects that tribalism has had upon social changes within Africa. The social studies unit includes learning activities, suggested resources, evaluation tests, and optional or enrichment activities. A teacher's guide accompanies the material, which includes the answers to the pre- and posttests and a list of print and non-print resources needed to complete the LAP. (JR)

**ED 109 028** SO 008 457

Myers, Amy. *Kiracofe, Rolland*

**Mainland China -- An Abacus and the Hoes. Learning Activity Package, Social Studies, Grade 8. [And] Teacher's Guide.**

Carroll County Public Schools, Westminster, Md. Pub Date 73

Note--28p.; Related documents are SO 008 456-460

Available from--Donald P. Vetter, Supervisor of Social Studies, Carroll County Board of Education, Westminster, Maryland 21156 (\$1.50 for Activity Package, \$1.00 for Teacher's Guide)

**EDRS Price MF-\$0.76 HC-\$1.95 PLUS POSTAGE**

**Descriptors**--Asian History, \*Asian Studies, \*Chinese Culture, Cultural Awareness, Educational Resources, Grade 8, \*Individualized Instruction, Individualized Programs, Junior High Schools, \*Learning Activities, Social Studies, \*Social Studies Units

**Identifiers**--\*China, Learning Activity Packets  
Developed for the Carroll County Public Schools, this Learning Activity Package (LAP) for grade 8 offers a way to provide individualized learning about China before the Communists came to power. Learning activities are based on curriculum and audiovisual materials available in the Carroll County Schools. The focus of the unit is on the life styles of the rich landowners and the peasants before 1949, as well as on understanding the term "extended family." The social studies unit includes learning activities, suggested resources, evaluation tests, and optional activities. A teacher's guide accompanies the material, which includes the answers to the pre- and posttests and a list of print and nonprint resources needed to complete the LAP. (JR)

**ED 109 029** SO 008 458

Ozman, Dick

**Modernization of Japan. A Learning Activity Package for Grade 8. [And] Teacher's Guide.**

Carroll County Public Schools, Westminster, Md. Pub Date 74

Note--25p.; Related documents are SO 008 456-460

Available from--Donald P. Vetter, Supervisor of Social Studies, Carroll County Board of Education, Westminster, Maryland 21156 (\$1.50 for Activity Package, \$2.00 for Teacher's Guide)

**EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE**

**Descriptors**--Asian Studies, Grade 8, \*Individualized Instruction, \*Industrialization, Junior High Schools, \*Learning Activities, Performance Contracts, Social Studies, \*Social Studies Units

**Identifiers**--\*Japan, Learning Activity Packets  
Developed for the Carroll County Public Schools, this Learning Activity Package (LAP) for grade 8 offers a way to provide individualized learning about the modernization and industrialization of Japan. The unit focuses on comparison of the traditional and the new modern Japan and shows how Japan has developed in the areas of agriculture, manufacturing, political processes, communications, foreign trade, and education. Learning activities are based on curriculum and audiovisual materials available in the Carroll County Schools. A teacher's guide accompanies the material, which includes learning objectives, background resources, answer sheets for the student evaluations, worksheets, and a list of print and nonprint resources needed to complete the LAP. (JR)

**EDRS Price MF-\$0.76 HC-\$3.32 PLUS POSTAGE**

**Descriptors**--Art, Art Activities, \*Art Appreciation, \*Art Education, Art Materials, Behavioral Objectives, \*Creative Development, Curriculum Guides, Elementary Secondary Education, \*Learning Activities, Student Development, \*Teaching Techniques

This program of studies defines the instructional program to be implemented for elementary and secondary education in Fairfax County Public Schools. The document presents the first two parts of a seven-part curriculum guide series on art. The art program K-12 is designed to stimulate the student's need to create and to express himself in a personal way -- that is, to experience art. Curriculum content of the unit is based upon the major concepts of space, motion, time, light, and the senses as they relate to the creative process. The document is divided into three sections: Part A lists the program description and general goals. Part B, divided into two sections, one for K-6 and one for K-12, presents

**ED 109 030** SO 008 459

Kiracofe, Rolland

**Tradition and Change in Modern India. Learning Activity Package, Social Studies, Grade 8. [And] Teacher's Guide.**

Carroll County Public Schools, Westminster, Md. Pub Date Sep 73

Note--34p.; Related documents are SO 008 456-460

Available from--Donald P. Vetter, Supervisor of Social Studies, Carroll County Board of Education, Westminster, Maryland 21156 (\$2.00 for Activity Package, \$1.00 for Teacher's Guide)

**EDRS Price MF-\$0.76 HC-\$1.95 PLUS POSTAGE**

**Descriptors**--Asian Studies, Educational Resources, Grade 8, \*Individualized Instruction, Individualized Programs, Junior High Schools, \*Learning Activities, Social Change, Social Studies, \*Social Studies Units

**Identifiers**--India, Learning Activity Packets  
Developed for the Carroll County Public Schools, this Learning Activity Package (LAP) for grade 8 offers a way to provide individualized learning about tradition and change in modern India. Learning activities are based on curriculum and audiovisual materials available in the Carroll County Schools. The unit focuses on a comparison of urban and rural life, tradition, and change in India. The unit includes learning activities, suggested resources, evaluation tests, and optional or enrichment activities. A teacher's guide accompanies the material, which includes background resources, answer sheets, worksheets, and a list of print and non-print resources needed to complete the LAP. (JR)

**ED 109 031** SO 008 460

Myers, Amy

**A United States of Europe--The Impossible Dream? Learning Activity Package, Social Studies, Grade 8. [And] Teacher's Guide.**

Carroll County Public Schools, Westminster, Md. Pub Date Sep 73

Note--50p.; Related documents are SO 008 456-459

Available from--Donald P. Vetter, Supervisor of Social Studies, Carroll County Board of Education, Westminster, Maryland 21156 (\$2.50 for Activity Package, \$2.00 for Teacher's Guide)

**EDRS Price MF-\$0.76 HC-\$1.95 PLUS POSTAGE**

**Descriptors**--Economic Education, Economics, \*European History, Grade 8, \*Individualized Instruction, Junior High Schools, Learning Activities, \*Nationalism, Social Studies, \*Social Studies Units

**Identifiers**--Common Market (Europe), Learning Activity Packets  
Developed for the Carroll County Public Schools, this Learning Activity Package (LAP) for grade 8 offers a way to provide individualized learning about the nationalism and economics of Europe and the potentialities of a united Common Market. Students become familiar with the economics of European countries, geography and terrain, business and money, and the rise of the Common Market. Learning activities are based on curriculum and audiovisual materials available in the Carroll County Schools. A teacher's guide accompanies the material, which includes learning objectives, background resources, answer sheets, maps, worksheets, and a list of print and non-print resources needed to complete the LAP. (JR)

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**Descriptors**--Economic Education, Economics, \*European History, Grade 8, \*Individualized Instruction, Junior High Schools, Learning Activities, \*Nationalism, Social Studies, \*Social Studies Units

**Identifiers**--Common Market (Europe), Learning Activity Packets  
Developed for the Carroll County Public Schools, this Learning Activity Package (LAP) for grade 8 offers a way to provide individualized learning about the nationalism and economics of Europe and the potentialities of a united Common Market. Students become familiar with the economics of European countries, geography and terrain, business and money, and the rise of the Common Market. Learning activities are based on curriculum and audiovisual materials available in the Carroll County Schools. A teacher's guide accompanies the material, which includes learning objectives, background resources, answer sheets, maps, worksheets, and a list of print and non-print resources needed to complete the LAP. (JR)

**EDRS Price MF-\$0.76 HC-\$1.95 PLUS POSTAGE**

**Descriptors**--Economic Education, Economics, \*European History, Grade 8, \*Individualized Instruction, Junior High Schools, Learning Activities, \*Nationalism, Social Studies, \*Social Studies Units

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program objectives. Other sections, to be completed in the near future, include suggested teaching and learning strategies; prerequisites for student placement; program evaluation; instructional material requirements; and program support requirements. (Author/JR)

**ED 109 033** SO 008 463

Music, K-12. **Program of Studies.**

Fairfax County Schools, Va.

Pub Date 3 Sep 74

Note--141p.

**EDRS Price MF-\$0.76 HC-\$6.97 PLUS POSTAGE**

**Descriptors**--\*Bands (Music), Course Descriptions, Course Objectives, Curriculum Development, Elementary Secondary Education, \*Music, Music Activities, \*Music Education, Music Techniques, Program Descriptions, Program Guides, \*Vocal Music

This program of studies defines the K-12 instructional program in music developed by the Fairfax County Public Schools, Virginia. The guide contains a general rationale for teaching music, program flow chart, and descriptions of programs in general music, vocal music, and instrumental music. Each general program description includes requisites for implementation, course descriptions, and course objectives for the elementary, intermediate, and secondary levels. The vocal performance programs also contain proficiency levels which provide objectives for music fundamentals, vocal development, performance and rehearsal skills, and choral literature knowledge. The instrumental performance programs offers proficiency levels for woodwinds, brass, percussion, and strings which include objectives for tone production, fundamentals of techniques, music fundamentals, repertoire, and care of equipment. (Author/DE)

**ED 109 034** 95 SO 008 464

Higley, Laura Carter

**The Texan: Man of Many Faces.**

Dissemination Center for Bilingual Bicultural Education, Austin, Tex.

Spons Agency--Office of Education (DHEW), Washington, D.C.

Pub Date [73]

Note--35p.

Available from--Dissemination Center for Bilingual Bicultural Education, 6504 Tracor Lane, Austin, Texas 78721 (\$3.00)

**EDRS Price MF-\$0.76 PLUS POSTAGE. HC Not Available from EDRS.**

**Descriptors**--American Indian Culture, American Indians, \*Biculturalism, \*Cross Cultural Studies, Cultural Background, Cultural Pluralism, \*Ethnic Groups, Ethnic Origins, Ethnic Relations, Ethnic Studies, Ethnology, Mexican American History, Mexican Americans, Secondary Education, \*Social Studies, Spanish Americans, \*United States History

**Identifiers**--\*Texas  
This guide is a study of the many cultures that went into the making of Texas, from Indians who inhabited the land before the arrival of Europeans to the different European nationalities that explored and settled Texas. This work can be used by students as a text in secondary level social studies programs, or by a teacher as a reference or resource material to supplement other texts. Also, it could be used in bilingual classrooms to present the historical contributions of Spanish-speaking peoples in Texas, or as a conventional Texas history text. Probing into the conflict that arose from the clashes of the different cultures as they mingled in Texas, the book explores the causes for these conflicts, showing them to be multifaceted. The history of Texas is traced from colonization, through independence, to statehood, up to the 1970s, culminating with the emergence of an ethnic and cultural consciousness in the Mexican Americans. (Author/ND)

**ED 109 035** SO 008 465

Lecuna, Rafael A.

**Myth and Democracy.**

Pub Date Apr 75

Note--17p.; Paper presented at Annual Meeting of the Western Social Science Association (17th, Denver, Colorado, May 1-3, 1975)

**EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE**

**Descriptors**--Citizen Participation, Civil Liberties, \*Democracy, \*Democratic Values,

Motivation, Political Science, \*Politics, Relevance (Education), \*Social Problems, Social Reinforcement, Social Responsibility, Social Sciences, Social Structure, Voting Identifiers—Ideology, \*Myths

This paper is about myths in general and the "myth" of Democracy in the United States of America in particular. Myths have a number of definitions among which legendary stories containing some elements of fact but wholly untrue can be cited as the basis for the establishment of commonly accepted beliefs. Myths can be functional in the sense that they serve a specific purpose or purposes. Among these, the binding together a political system such as ours may well be a vital function of the Democratic Myth in our society. Democracy, in its classical sense (where majorities rule; each member of the society participates in decisions affecting his life; opportunities for advancement are equally distributed; and so on), appears to be the inner faith to which our society looks inwardly for solace and comfort. Most of the time, however, the principles of such a system (democratic) are nowhere honored, either because they are impractical or simply impossible. That being the case, one wonders whether the Democratic Myth ought to be exposed for what it is, a Myth, or preserved and reinforced in homage to its utilitarian function. The true democrat must wrestle with the dilemma of either exposing the Myth in the belief that by so doing our society matures, or to the contrary, deny the existence of any myth and go on to play a democratic game in which rules are written but not practiced. To the extent that the Democratic Myth is incongruent with the realities of our democratic system the author suggests that it be discarded as inoperative. (Author)

ED 109 036 SO 008 466

Talbot, Walter D.

The Role of State Departments of Education in International Community Education.

Pub Date 1 Apr 75

Note—16p.; Speech presented at International Community Education Conference (2nd, El Paso, Texas, April 1975)

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—\*Agency Role, Community, \*Community Education, Community Involvement, Elementary Secondary Education, \*International Education, Leadership Responsibility, Local Issues, Public Schools, Public Support, \*School Community Relationship, \*Social Sciences, Speeches, State Boards of Education, \*State Departments of Education, State Programs

The role of a state education agency (SEA) in the development of a program for international community education is analyzed. The task of this paper is perceived to be linking the human condition internationally with the concept of community education. Community education, as presented here, engages the public in determining the role that schools play in solving individual and community problems. Roles and functions of the SEA are no longer limited to traditional tasks; rather, national trends point to new responsibilities and directions for the SEA. They are: (1) more comprehensive, coordinated planning; (2) increased evidences of coordination with related agencies; (3) new approaches to research, development, evaluation, and accountability; (4) general shifts in staffing patterns and agency size; and (5) involvement in conflict resolution. These plus basic principles guiding the SEA indicate its position in an international education program to be leadership. Also identified is an emerging role of staff development for training programs. The SEA is advised not to forget the pivot of its success—people, whom education is to serve—as it proceeds in linking community education with international education. (ND)

ED 109 037 SO 008 467

Azouz, Azzedine And Others

Selected Bibliography of Educational Materials: Algeria, Libya, Morocco, Tunisia. Vol. 7, No. 1, 1973.

Agence Tunisienne de Public Relations, Tunis (Tunisia).

Spons Agency—National Science Foundation, Washington, D.C.; Office of Education (DHEW), Washington, D.C.

Report No.—TT-74-55073-01

Pub Date 73

Note—47p.; For a related document, see SO 008 343; Not available in hard copy due to marginal legibility of original document

EDRS Price MF-\$0.76 PLUS POSTAGE. HC Not Available from EDRS.

Descriptors—Adult Education, African Culture, \*Annotated Bibliographies, Bilingual Education, \*Comparative Education, Developing Nations, Educational Development, \*Educational Problems, Educational Theories, Elementary Secondary Education, Higher Education, \*International Education, Special Education

Identifiers—\*Africa, Algeria, Libya, Morocco, Tunisia

English language annotations of newspapers and government publications covering educational materials of interest to North Africans to (1) raise the consciousness of their Islamic and Arabic heritages (Arabization) and (2) to adapt education to the problems of the multilingual population are included in this bibliography. Citations are categorized by country. Topics include the philosophy and theory of education, educational organization, adult education, teacher training, teaching aids, special education, and Arabization and bilingualism. A special section emphasizes the educational crisis in Morocco. A list of sources and authors concludes the bibliography. (ND)

ED 109 038 SO 008 468

Paine, Doris M. Martinez, Diana

Guide to Science Fiction: Exploring Possibilities and Alternatives.

Pub Date 74

Note—72p.

Available from—Bantam Books, Inc., School and College Division, 666 Fifth Avenue, New York, New York 10019 (\$1.00)

EDRS Price MF-\$0.76 HC-\$3.32 PLUS POSTAGE

Descriptors—Curriculum Development, Evaluation Methods, \*Futures (of Society), Literary Genres, Literary Styles, Literature, \*Literature Guides, Resource Materials, \*Science Fiction, Secondary Education, Social Studies Units, \*Teaching Techniques, Units of Study (Subject Fields), Values

Designed to help teachers develop science fiction materials, this guide provides references to useful books, examples of various teaching techniques, motivation techniques, evaluation methods, and a rationale for the importance of science fiction in the secondary curriculum. Using science fiction themes along with special techniques, a teacher can involve students in examining values, setting goals, and speculating about the future. The guide includes subject area possibilities for science fiction; tips for the use of multi-titles and small groups in a science fiction unit; a sample classroom valuing exercise; tips for writing behavioral objectives; specific science fiction themes and related books; a speculation exercise designed to develop creative thinking; five thematic teaching units on the subjects of utopia/dystopia, extraterrestrial invasion, present invasion and contact by UFOs, future invasions, and humanity versus technology; evaluation methods and questions for a course or unit; and techniques for using science fiction to introduce or conclude a conventional unit on literature, social studies, or humanities. (Author/DE)

ED 109 039 SO 008 469

Heitzmann, Wm. Ray

Two if by Sea: America's Maritime Heritage and the Social Studies Teacher.

Pub Date 74

Note—32p.; Paper presented at the state convention of the Pennsylvania Council for the Social Studies (Hershey, Pennsylvania, April 6, 1975)

Available from—Wm. Ray Heitzmann, Villanova University, Villanova, Pennsylvania 19085 (\$5.00)

EDRS Price MF-\$0.76 HC-\$1.95 PLUS POSTAGE

Descriptors—American Studies, \*Annotated Bibliographies, Course Descriptions, \*Curriculum Development, Elementary Secondary Education, Foreign Policy, Inquiry Training, Interdisciplinary Approach, Oceanology, \*Seamen, \*Social Studies, Social Studies Units, \*United States History

Identifiers—Bicentennial, \*Maritime Studies

In the first part of this document, teachers are urged to include United States' maritime history in planning social studies courses, units, and les-

sons. After a rationale for teaching the study of the sea, ways in which this topic can be used as content are briefly discussed. For example, units can be developed around the ship building industry, ports, fishing industry, and naval technology. American maritime heritage offers alternatives in instructional strategies whether product or process oriented. Suggestions are given for designing a unit using inquiry strategies, lectures, and current events. The topic also lends itself to an interdisciplinary approach. The major portion of the work presents an annotated bibliography of materials, sources, and references. Included are lists of periodicals, museums, and books which provide information on American's maritime history. (Author/DE)

ED 109 040

SO 008 472

Williams, David Brian

SWRL Music Program: Ethnic Song Selection and Distribution. Technical Note.

Southwest Regional Laboratory for Educational Research and Development, Los Alamitos, Calif.

Report No.—SWRL-TN-3-72-28

Pub Date 6 Sep 72

Note—14p.

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—Cultural Awareness, \*Curriculum Development, Educational Philosophy, Educational Research, Elementary Education, \*Ethnic Studies, Music, \*Music Education, \*Music Techniques

Current elementary music education approaches to the distribution and selection of ethnic folk song in music programs are surveyed and each approach is reviewed on the basis of its utility for the Southwest Regional Laboratory Music Program. The first approach, a traditional point of view, is based on the premise that music education has a responsibility to introduce the child to a wide spectrum of music from all cultures. A problem with this approach is that ethnic groups and their music have not received much emphasis—the emphasis, instead, is on White music. Another approach is the non-Western. This music philosophy shifts the emphasis so that children will be exposed to a variegated selection of music of other cultures; however, most classroom teachers are not prepared to teach non-Western music. In addition, there is a degree of uncertainty that young children can cope with the demands of non-Western music systems and languages. Another point of view is the Ethnic-American in which the emphasis has been on a larger representation of American ethnic music other than traditional Anglo-American repertoire. The last point of view presented is the multi-directional ethnic American that conceptualizes the relationship of a child to his society. This philosophy stresses that the American child should first discover the relevant musical diversity within his own culture before studying music of non-American cultures. A reference section concludes the document. (Author/JR)

ED 109 041

SO 008 479

Cleaver, Betty

A Brief Survey of Values Education.

Pub Date 75

Note—36p.

EDRS Price MF-\$0.76 HC-\$1.95 PLUS POSTAGE

Descriptors—Curriculum Development, \*Educational Development, \*Educational History, Elementary Secondary Education, \*Moral Development, Moral Values, \*School Role, Social Development, Socialization, Social Studies, \*Values

A four-part series of papers on values education comprises this document. Part one presents a brief background of moral education in the United States, beginning with the Puritans, and including references to Horace Mann, William Holmes McGuffey, and others. Tracing its history, the author defines values education and its need in the school system. Values and values clarification are examined in the second part of the document, stressing the process of valuing of Rath and Simon. Seven criteria describe the process of valuing, including choosing freely, choosing from alternatives, choosing after thoughtful consideration of consequences, prizing and cherishing, affirming, acting upon choices, and repeating. The role of the school and society and values education is examined in part three.



The school cannot prescribe the values, but it can provide an atmosphere of intellectual freedom and can aid the student in developing his capability for rational analysis. In the fourth section, the author examines the state of research on values education. (Author/JR)

ED 109 042 SO 008 483

Oppenheim, A. N. Torney, Judith  
The Measurement of Children's Civic Attitudes in Different Nations. IEA Monograph Studies No. 2.

International Association for the Evaluation of Educational Achievement, Stockholm (Sweden).

Pub Date 74

Note—84p.

Available from—Halsted Press, John Wiley & Sons, 605 Third Avenue, New York, New York 10016 (\$5.95)

EDRS Price MF-\$0.76 HC-\$4.43 PLUS POSTAGE

Descriptors—Affective Tests, \*Attitude Tests, \*Childhood Attitudes, Citizenship, \*Civic Belief, Comparative Education, Democratic Values, Educational Research, Elementary Secondary Education, \*Evaluation Methods, International Programs, \*Political Attitudes, Public Affairs Education, Student Attitudes, Values

This monograph reports on the instrument development phase of the attitudinal section of the International Association for the Evaluation of Educational Achievement (IEA) Civic Education Study. During this development the general emphasis was on the measurement of a variety of dimensions derived either from statements of curricular objectives in the ten participating countries or from earlier political socialization studies which measured anti-authoritarianism, equality and civil liberties, feelings of efficacy, percepts of a good citizen, and perception of the community. The final instruments were the result of a four-year period of development, with the aid of comments from national educational research centers, from experts in civic education, and from a series of three pilot studies which are described in the monograph. Also included in the appendices are projective techniques for the measurement of children's civic attitudes and a copy of the final measurement instrument. (Author/DE)

ED 109 043 SO 008 486

Wisniewski, Richard

A New Breed of Social Studies Teachers? Or New School Systems?

Pub Date 27 Nov 74

Note—11p.; Paper presented at the Annual Meeting of the National Council for the Social Studies (Chicago, Illinois, November, 1974)

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—Change Strategies, \*Educational Change, Educational Development, Educational Improvement, Educational Innovation, Education Courses, \*Field Experience Programs, Relevance (Education), Schools of Education, \*Social Studies, \*Teacher Education, \*Teacher Education Curriculum, Teacher Educators, Teacher Improvement, Teaching Experience

University education departments and teacher educators are not presently providing the innovative reform-minded milieu necessary to develop vital, deeply committed social studies teachers. Education degree programs are remarkably similar in course requirements and format, emphasizing traditional lecture oriented courses and student teaching. Obstacles prohibiting the reform of education curricula include the ivory tower attitude of teacher educators, the growing distrust of practicing teachers toward teacher educators not involved in the day-to-day operations of the school, the intransigence of the university to reform itself, and the resistance of youth to new approaches in education designed to change their present outlooks. Possible reforms to the current system include more direct involvement of education students in the public school system prior to their graduation. This innovation in turn requires greater involvement of teacher educators in the public school system. The teacher educator, committed to developing more innovative teachers, must spend more time in the field developing programs and school milieus conducive to creative teacher training and preparation. (Author/DE)

ED 109 044 SO 008 491

Snarskis, Joyce

Guide to Sources: American Revolution Bicentennial Materials.

Sangamon State Univ., Springfield, Ill. Library.

Pub Date 14 Aug 74

Note—21p.

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—American Culture, \*Annotated Bibliographies, \*Colonial History (United States), Colonialism, Elementary Secondary Education, Information Sources, Primary Sources, Resource Guides, \*Resource Materials, \*Revolutionary War (United States), Social Studies, \*United States History

Identifiers—\*Bicentennial

This guide is designed to aid teachers and researchers in locating materials related to the American Revolution, 1776-1783. It is a guide to sources, accompanied by selected titles used as examples of the resources available. The types of resources listed are selected monographs; bibliographies and curriculum guides; indexes, abstracts, and journals; reference books; government publications; and organizations' publications. There is some overlap of the sources in time periods preceding the War, the Colonial period of American history, and the period immediately succeeding the Revolution -- the Federal period. Illinois history is given marginal consideration. Print materials are stressed in this guide, although some of the sources include non-print materials. (Author/ND)

ED 109 045 SO 008 492

Beauchamp, Nancy Junko

Modern Japanese Novels in English: A Selected Bibliography. Service Center Paper on Asian Studies, No. 7.

Ohio State Univ., Columbus. Service Center for Teachers of Asian Studies.

Pub Date May 74

Note—44p.

Available from—Dr. Franklin Buchanan, Association for Asian Studies, Ohio State University, 29 West Woodruff Avenue, Columbus, Ohio 43210 (\$1.00)

EDRS Price MF-\$0.76 HC-\$1.95 PLUS POSTAGE

Descriptors—\*Annotated Bibliographies, \*Asian Studies, Elementary Secondary Education, Fiction, Humanities, \*Interdisciplinary Approach, Literary Perspective, Literature Appreciation, \*Literature Guides, Novels, Social Sciences, Social Studies, \*Sociological Novels

Identifiers—\*Japan

Selected contemporary Japanese novels translated into English are compiled in this bibliography as a guide for teachers interested in the possibilities offered by Japanese fiction. The bibliography acquaints teachers with available Japanese fiction that can be incorporated into social sciences or humanities courses to introduce Japan to students or to provide a comparative perspective. The selection, beginning with the first modern novel "Ukigumo," 1887-89, is limited to accessible full-length novels with post-1945 translations, excluding short stories and fugitive works. The entries are arranged alphabetically by author, with his literary awards given first followed by an alphabetical listing of English titles of his works. The entry information for each title includes the romanized Japanese title and original publication date, publications of the work, a short abstract, and major reviews. Included in the prefatory section are an overview of the milieu from which Japanese fiction has emerged; the scope of the contemporary period; and guides to new publications, abstracts, reviews, and criticisms and literary essays. (Author/ND)

ED 109 046 SO 008 493

Cady, Donald K.

India through Inquiry: An Examination of Strategies and Resources. Service Center Paper on Asian Studies, No. 9.

Ohio State Univ., Columbus. Service Center for Teachers of Asian Studies.

Pub Date Nov 74

Note—40p.

Available from—Dr. Franklin Buchanan, Association for Asian Studies, Ohio State University, 29 West Woodruff Avenue, Columbus, Ohio 43210 (\$1.00)

EDRS Price MF-\$0.76 HC-\$1.95 PLUS POSTAGE

Descriptors—\*Asian Studies, Educational Strategies, Evaluation Methods, \*Inquiry Training, Moral Development, Questioning Techniques, Resource Materials, Resources, Secondary Education, Social Studies, Teaching Guides, \*Teaching Methods, Teaching Techniques, Values

Identifiers—\*India

This teaching guide presents a description of the inquiry method as applied to the study of India. Some specific techniques are presented that might be employed to use India-related materials for secondary level Asian studies. The inquiry learning method is emphasized, in contrast to most materials on the study of India which offer a traditional, historical approach. Some basic principles of inquiry with examples of how they can be applied to the Indian unit are described in the first section. The second section discusses materials that can be employed -- maps, pictures, readings, and data. The third section describes some values clarification techniques that work well with India materials. The final section explores the need for revisions in evaluation, and suggests possible tools for testing and evaluation. Source materials are recommended and illustrated throughout. (Author/ND)

ED 109 047 SO 008 494

Bluhm, Louis Herbert

Some Pollution-Related Attitudes of High School Youth in the United States and Brazil.

Spons. Agency—Department of the Interior, Washington, D.C. Water Resources Scientific Information Center.

Pub Date 73

Note—229p.; Ph.D. Dissertation, University of Illinois, Urbana

Available from—National Technical Information Service, Springfield, Virginia 22151 (PB-240 156, MF \$2.25, HC \$7.50)

Document Not Available from EDRS

Descriptors—\*Changing Attitudes, Doctoral Theses, Federal Government, Local Government, \*Pollution, Social Change, \*Student Attitudes, Surveys, Values, Water Pollution Control, \*Youth

Identifiers—Brazil, United States

This study deals with attitudes toward pollution issues, and the potential for changes in such attitudes. Data were obtained from high school seniors in a small Illinois town which was attempting to solve a severe water pollution problem. Students' pollution attitudes were measured in a bench-mark survey. They were exposed to a speech against Federal intervention in local pollution issues and resurveyed. As expected, attitudes shifted toward opposition to Federal intervention. However, analysis of variance indicated that students who ranked themselves as independent and able to predict events in their lives (who were least alienated) were least influenced by the speech. It was concluded that there seem to be levels of attitudes, from basic world views to issue-specific attitudes, such as those on pollution. Changes in issue-specific attitudes seem to be related to an infrastructure of more general, diffuse attitudes. Though the entire study was not replicated in Brazil, the results generally support the conclusions based on U.S. data. (Author)

ED 109 048 SO 008 495

Bakinowski, Daniel V. And Others

Internships in Public Policy: Students in the Public Sector. Final Report, October 1972-August 1973.

Massachusetts State Dept. of Community Affairs, Boston. Massachusetts Internship Office.

Spons. Agency—National Science Foundation, Washington, D.C.

Report No.—PB-241-008

Pub Date 73

Note—41p.

Available from—National Technical Information Service, Springfield, Virginia 22151 (PB-241 008, MF \$2.25, HC \$3.75)

Document Not Available from EDRS

Descriptors—Graduate Students, Higher Education, \*Internship Programs, Pilot Projects, Program Descriptions, \*State Government, \*Work Experience

Identifiers—\*Massachusetts

The Internships in Public Policy program, funded by the National Science Foundation and administered by the Massachusetts Internship Office, was a pilot project designed to test whether the emerging professional talents of graduate stu-

dents in the social science and law can be effectively harnessed to state government operations. Twelve graduate students from Boston area graduate schools were placed in three divisions of the Massachusetts Department of Community Affairs and other state offices. The resulting links were beneficial to the students by providing them with the "real world" experience that they seek; moreover, the state agencies where the interns were placed also benefited. The internship program enabled the agencies to expand their policy analysis capability at a very nominal cost. This report describes and evaluates the internship program, and summarizes each student's research project. (Author)

**ED 109 049** SO 008 496  
Amendment of the Constitution by the Convention  
Method under Article V. Revision of "Amending the U.S. Constitution by Means of a National Constitutional Convention" (August 1972).

American Bar Association, Chicago, Ill.

Pub Date 74

Note—102p.

Available from—American Bar Association, Circulation Department, 1155 East 60th Street, Chicago, Illinois 60637 (\$3.50)

**EDRS Price MF-\$0.76 HC-\$5.70 PLUS POSTAGE**

Descriptors—\*Change Agents, Change Strategies, Civics, \*Constitutional History, \*Constitutional Law, Government (Administrative Body), Laws, Organizational Change, Organizational Communication, Political Issues, \*Political Science, Politics, Social Change, Social Sciences, United States History

Identifiers—Article 5, Constitutional Convention, \*United States Constitution

This report sets forth certain conclusions reached by the Special Constitutional Convention Study Committee of the American Bar Association after conducting a two-year study. The committee was formed to evaluate the ramifications of the constitutional convention method of initiating amendments to the U. S. Constitution as set down in Article 5. It analyzed and studied all aspects of law concerned with calling a national constitutional convention. Particular attention was given to the question of whether a convention's jurisdiction can be limited to the subject matter giving rise to its call, or whether the convening of a constitution as a matter of constitutional law opens the convention to multiple amendments and the consideration of a new constitution. Article 5, the origins of the provision, intent of the Framers, and history and workings of the article since 1789, formed background material for the research. The major conclusion reached from the study is that a national constitutional convention can be channeled so as not to be the unleashing of a radical force in the system, but rather an orderly mechanism of effecting constitutional change when circumstances require its use. Appendices illustrate and cross-reference the report. (Author/ND)

## SP

**ED 109 050** 95 SP 009 141  
Ingersoll, Gary M. Kleucker, Joy  
Analysis of Teacher-Pupil Interaction: Reacting to Pupil Responses.

National Center for the Development of Training Materials in Teacher Education, Bloomington, Ind.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date 71

Note—63p.

**EDRS Price MF-\$0.76 HC-\$3.32 PLUS POSTAGE**

Descriptors—\*Communication Skills, \*Student Reaction, \*Student Teacher Relationship, Teacher Education, \*Teaching Skills

Teacher-pupil interaction is an integral part of most classroom instruction. A teacher frequently initiates an interaction by making a statement or by asking a question about the lesson. The statement or question is then typically followed by a student response. Though the value of pupil-teacher interaction has often been extolled, interactions often end after a single interchange between teacher and pupil. There are times, how-

ever, when it would be more valuable for a teacher to pursue a line of thought with an individual pupil throughout a series of two or more interchanges. In such instances, the teacher can maintain and direct the interaction by the type of questions he/she asks and the kind of encouragement he/she gives. Two teaching skills, involving the ability to ask probing questions and offer accepting reactions, are especially helpful in eliciting and encouraging responses from pupils. In addition, these skills can be used by the teacher to test the level or degree of students' comprehension. (This handbook discusses the teaching competencies necessary for effective pupil-teacher communication. Through (a) discussion of classroom interchange techniques, (b) examples of probing questions and accepting responses, (c) examination of appropriate film transcripts, and (d) communication exercises, a greater understanding of these vital teaching skills is attained.) (Author/JS)

**ED 109 051** 95 SP 009 207  
Hirshfeld, Sarina B. Sharp, Laure M.

Recruitment to Teaching: Characteristics and Experiences of a Recent Cohort of College Graduates.

Bureau of Social Science Research, Inc., Washington, D.C.

Spons Agency—National Center for Educational Statistics (DHEW/OE), Washington, D.C.; Office of Education (DHEW), Washington, D.C. Office of Planning, Budgeting, and Evaluation.

Pub Date Apr 75

Contract—OEC-0-71-2535(099); OEC-0-74-9059 Note—32p.; Paper presented at the Annual Meeting of the American Educational Research Association (Washington, D.C., April, 1975)

**EDRS Price MF-\$0.76 HC-\$1.95 PLUS POSTAGE**

Descriptors—\*Beginning Teachers, \*Career Choice, College Graduates, \*College Students, Follow-up Studies, \*Job Applicants, Job Placement, Surveys, \*Teacher Employment, Teacher Recruitment, Teaching

The basis for this study of characteristics of college graduates recruited into elementary and secondary teaching careers was a sample from an American Council on Education 1967 freshmen survey and a 1971 followup of this sample. The study focuses on two points of early career development: career choices during college and the employment of beginning teachers. Characteristics of these respondents are discussed for both topic areas; supportive tables are included throughout the text. The results from this study are compared with studies by Mason (of 1955-56 beginning teachers) and Davis (of 1961 college graduates). The findings of this study indicate that career choice changes during college result in: (a) more men teachers, (b) fewer black men teachers, (c) more black women teachers, (d) more teachers who are protestants. Recruits to teaching at the end of college were students of higher socioeconomic status who originally had more ambitious career goals. Defection from teaching during college resulted in the loss of black male teachers and of students of relatively high achievement from quality private institutions. The findings of this study concerning recruitment into the first teaching job indicate that the great majority of candidates actively seeking jobs were hired. This group consisted of more men than women, but fewer black men. Those who were hired came from higher socioeconomically placed families than non-hires and had better grades. (JA)

**ED 109 052** SP 009 253  
Bundschuh, Ernest L.

Approaches to Mainstreaming.

Pub Date 14 Mar 75

Note—27p.; Paper presented at the National Convention of the American Alliance for Health, Physical Education, and Recreation (Atlantic City, New Jersey, March 14, 1975)

**EDRS Price MF-\$0.76 HC-\$1.95 PLUS POSTAGE**

Descriptors—Ability Grouping, Adapted Physical Education, \*Educational Methods, \*Learning Difficulties, Learning Disabilities, \*Low Ability Students, \*Physical Education, \*Regular Class Placement, Student Ability

Identifiers—Georgia Retardation Center, \*Mainstreaming

At present, a number of creative approaches are being employed with regard to learning

problems. In the past, learning problems were dealt with in segregated classrooms or schools. Although future approaches are still a matter of conjecture, mainstreaming will figure as an important factor in these approaches. Two approaches currently used in integrated activity curricula are described in this paper: (a) the physical activity program that encompasses regular and adapted physical education programs as well as intramurals and interscholastic sports, and (b) the program that diverts physical education students into specialized class settings. Traditional categorical methods of educating children are no longer of much value. Because physical educators have always been faced with a wide range of individual ability levels, they should be least threatened of all teachers by the introduction of students at different ability levels. The physical education program should be a well balanced one, including motor ability capacities as well as functional fitness and recreational skill development. The Athens Unit of the Georgia Retardation Center represents a position similar to that experienced by a learning development teacher: children identified by the public school or other learning-service agencies as having difficulty in developing their abilities are referred to the Center for short-term diagnostic workup of an educational program that suits the child and can be continued upon return to the community setting. (PB)

**ED 109 053** SP 009 274  
Alvir, Howard P.

How to Hit a Moving Target (New Measurement Dimensions in Teacher Evaluation).

Pub Date 2 Apr 75

Note—35p.

**EDRS Price MF-\$0.76 HC-\$1.95 PLUS POSTAGE**

Descriptors—Evaluation Criteria, \*Evaluation Methods, \*Measurement Techniques, \*Teacher Characteristics, \*Teacher Evaluation, \*Teacher Role, Teaching Load

Section one of this paper on teacher evaluation examines teacher evaluation by objectives. It discusses workload and the roles of specialists and generalists in education. The second section analyzes each of the following faculty roles: (a) classroom facilitator, (b) resource person, (c) academic advisor, (d) non-academic liaison, and (e) researcher-innovator. Section three recommends that teachers be (a) flexible, (b) creative, (c) responsible, (d) credible, (e) articulate, and (f) professional. The last section discusses the mechanics of evaluation and evaluation guidelines. (PB)

**ED 109 054** SP 009 278  
Anderson, D. S. And Others

New Patterns of Teacher Education and Tasks; The Development of Student-Teachers. A Comparative Study of Professional Socialization.

Organisation for Economic Cooperation and Development, Paris (France).

Pub Date 74

Note—88p.; For related documents, see SP 009 225, 277 and 279

Available from—OECD Publications Center, Suite 1207, 1750 Pennsylvania Avenue, N.W., Washington, D.C. 20006 (\$5.00)

**EDRS Price MF-\$0.76 HC-\$4.43 PLUS POSTAGE**

Descriptors—\*Attitudes, Foreign Countries, Higher Education, \*Professional Education, \*Professional Training, Role Perception, \*Socialization, \*Student Teachers, \*Teacher Education

This report presents the results of a longitudinal study of professional socialization. The purpose of the study was to discover and understand the changes which take place in students during training and to draw implications for the improvement of professional education. Questionnaires were administered to 3,146 students who began courses in one of six Australian universities with the intention of qualifying for engineering, law, medicine, or teaching. The data was supplemented with information from 2,500 teacher-trainees at the University of London Institute of Education. Some of the results include the following: (a) in law, medicine, and engineering there was general consensus concerning the role of the professional and the service provided, while in teaching there was not; (b) compared with those in engineering, law, and medicine, the students in teaching had a much more negative component in reasons for their career decision;

(c) students in teaching who had been enrolled in education courses for all four years retained their initial level of commitment to teaching and did develop some professional attitudes, while those who began study in specifically educational subjects only during the last year (the majority) neither retained their initial commitment nor developed professional attitudes; and (d) compared with practicing teachers, student teachers had a more liberal view of the relationship between school and society, and they initially adhered less to the view that the teacher-pupil relationship is necessarily one of dominance-submission. (Author)

ED 109 055 SP 009 300

Clampa, Bartholomew J.  
British Education: The Myth and Reality.  
Pub Date 75

Note—9p.

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—\*Education, \*Educational Environment, Educational Practice, Educational Principles, \*Educational Quality, \*Foreign Countries Identifiers—\*British Education, Great Britain

What does one do when one's colleagues return from abroad with grandiose plans that they hope to superimpose upon our educational system? For such a grafting process to be successful, it must be realistic and we must acknowledge that early perceptions are inclined to become tempered by the length and breadth of exposure. Analysis of both British and American systems of education reveals that neither culture has the "better" system, but that each might benefit from each other's assets. During the author's recent sabbatical, he saw that the British system is marked by (a) the profound dedication of British teachers, most notably on a primary level, (b) a highly discriminating process of admission to universities, (c) infrequent opportunities for teacher professional advancement, (d) an emphasis on art and music in primary and secondary schools that could well benefit American education, and (e) a tradition of morning assemblies that has an appeal because of the cohesiveness it seems to foster between administration, faculty, and students. American observers have created a false illusion in emphasizing the "informality" of British education. The "new" British primary schools may be physically new, but philosophically they are the result of the almost imperceptible on-going evolution of a one-thousand year tradition. (JS)

ED 109 056 SP 009 301

Clampa, Bartholomew J.  
A Systems Overview for the School Administrator.  
Pub Date 75

Note—7p.

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—Administrative Organization, \*Educational Administration, Management, \*Management Systems, \*Systems Approach, \*Systems Concepts

A systems approach can be viewed as an attempt to answer the question, "What objectives are we to accomplish, by which procedures, and with what available resources?" The necessity for a systems approach is evident in many areas, and particularly explicit examples can be found in military history. A management system has been defined in terms of the methods by which an institution plans, operates, and controls its activities to meet its objectives by utilizing the resources of people, materials, equipment, information, and money. The evaluation of a system's adequacy involves how closely the output of the system fulfills the purposes for which it exists. Further, the quality of an educational institution can only be assessed after its goals are precisely stated and evaluated. The systems approach for school administrators must, then, be preceded by an overview regarding systems applications, since many administrators view the systems approach as merely a highly theoretical exercise. (PB)

ED 109 057 SP 009 303

Al-Rubaiy, Abdul A.  
Methodologies in the Teaching of Comparative and International Education.  
Pub Date Mar 74

Note—26p.; Paper presented at the Annual Convention of the Comparative and International Education Society (Washington, D.C., March 21-23, 1974)

EDRS Price MF-\$0.76 HC-\$1.95 PLUS POSTAGE

Descriptors—\*College Teachers, \*Comparative Education, \*Higher Education, \*International Education, Methods, Teaching Methods

The nineteenth century has been recognized as the most formative era in the development of a systematic study of international comparative education. This development carried into the twentieth century, where monographs, yearbooks, textbooks, statistical data, research undertakings, professional conferences, and efforts toward methodology concerning comparative education appeared rapidly. One of the objectives of the Comparative Education Society was to improve the teaching of comparative education in colleges and universities. The Comparative Education Society "Review" is also aimed at teachers of comparative education by giving attention to: (a) improving teaching methods, (b) providing bibliographic annotations, and (c) disseminating textbooks and other useful written material. With regard to methodology, the field has progressed from a process of simply gathering educational data on foreign systems to the study of comparative education as an academic discourse by itself. As far as methodology is concerned, Higson recently suggested a systematic scheme for the classification of known methodological approaches in the field, which rests on eight criteria for categorization, each with a dichotomous category. Of particular concern is that comparative and international studies not be limited to the graduate level, nor to those who make a professional commitment to the field. Comparative and international studies might benefit from being "popularized" beyond the purely career-oriented realm. (PB)

ED 109 058 SP 009 304

Barker, H. Kenneth Al-Rubaiy, Abdul A.  
Comparative Education and the Restructuring of Teacher Education: An Opportunity for Quality and Service.

Pub Date Mar 75

Note—29p.; Paper presented at the Annual Meeting of the Comparative and International Education Society (San Francisco, March 26-29, 1975)

EDRS Price MF-\$0.76 HC-\$1.95 PLUS POSTAGE

Descriptors—Comparative Analysis, \*Comparative Education, \*Curriculum Development, Educational Change, Educational Theories, \*International Education, Schools of Education, \*Teacher Education

Since circumstances are demanding a comprehensive restructuring of teacher education in this country, and since comparative and international education are inexorably linked to teacher education, this restructuring should be viewed by comparativists as an opportunity to enrich the quality of, and be of service to, teacher education. More specifically, comparative educators can retain a reputation for intellectual respectability and professional indispensability by making their knowledge and skills available to this inevitable restructuring process. It is not enough to advocate that the content of comparative and international education be made more meaningful to the total process of educating teachers, its approach must also be workable. Its methodologies must contribute to the analytic skills that teachers need in order to analyze their roles and perform their functions in an enriching manner. The impact of restructuring on the future of teacher education nationally will undoubtedly cause numerous difficulties, but an opportunity to demonstrate the power and relevance of foundational studies cannot be missed. Comparative education can make a substantial contribution to the teacher preparation programs. It has the potential to offer: (a) a legitimate body of knowledge derived from intercultural and multicultural experiences that can enrich and enhance teacher education, and (b) appropriate methodologies for inquiries, theory-building, and for drawing and validating generalizations. (Author/JS)

ED 109 059 SP 009 305

Swanson, Lee  
Systems Approach to Special Education: Undergraduate Student Teaching.

Pub Date Apr 75

Note—68p.

EDRS Price MF-\$0.76 HC-\$3.32 PLUS POSTAGE

Descriptors—Behavioral Objectives, Instructional Systems, \*Performance Criteria, \*Special Education, Student Evaluation, \*Student Teaching, \*Systems Approach, Teacher Education, Undergraduate Study

Identifiers—\*IPO Systems Approach

This report provides a theoretical and practical use of a systems approach as it applies to student teacher training programs. Areas of primary focus include: (a) identification of preliminary competencies for student teachers and development of measures for predicting success in student teaching; (b) development both of behavioral objectives for training and of roles for cooperating teachers and supervisors; and (c) evaluation of student teaching performance and of the strengths and weaknesses of the various components of the special education undergraduate teacher training program. Part 1 describes the functions of the IPO (input, process, and output) systems approach. Part 2 discusses the systems approach as applied to student teacher training programs. Part 3 provides a paradigm for assessing preliminary competencies and predictive measures of success. Part 4 discusses the development of (a) process objectives by defining behavioral objectives for training, and (b) roles for training teams. Part 5 offers methods of evaluating the student teacher experience. Included in this section are the following: (a) student teacher conference form; (b) supervisor feedback form; (c) item analysis of performance; (d) description of the Flanders System; (e) the University of New Mexico Verbal Interaction Category; (f) description of the Blumberg System; (g) teaching profile form; (h) intern assessment form; and (i) teacher preparation evaluation scale. Appendices include examples of evaluation formats. (JS)

ED 109 060 95 SP 009 306

Super, Dorothy

Pathways to Success: A Resource Manual for the Dissemination of Successful Educational Programs.

New Jersey State Dept. of Education, Trenton. Div. of Research, Planning, and Evaluation.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date Sep 74

Note—37p.

EDRS Price MF-\$0.76 HC-\$1.95 PLUS POSTAGE

Descriptors—\*Educational Innovation, \*Educational Programs, Educational Trends, \*Information Dissemination, Information Services Identifiers—\*New Jersey

This manual is designed to describe and disseminate information about innovative New Jersey educational programs that have been validated by the standards and guidelines of the United States Office of Education as successful, cost effective, and exportable. Chapter 1 contains an overview of the development process for educational programs and discusses the development and dissemination capabilities which the New Jersey State Office of Program Development provides to local school districts. Topics in this section include the following: (a) basic research, development, and dissemination model; (b) the development of innovative educational programs; and (c) the dissemination of successful education programs. Chapter 2 concentrates on basic dissemination procedures. Several dissemination formats are described, and suggestions for selecting a dissemination format are discussed. Chapter 3 focuses on a dissemination program in action. This section reviews (a) awareness level activities; (b) involvement level activities; (c) commitment level activities; (d) materials; and (e) dissemination responsibilities. Appendices include the following: (a) the validation procedure; (b) a list of dissemination resource materials available from the Office of Program Development; (c) a list New Jersey educational programs; and (d) the mailing list for information regarding the New Jersey demonstration sites of successful educational programs. (JS)

ED 109 061 SP 009 307

Education for Health in the School Community Setting. A Position Paper.  
American Public Health Association, Washington, D.C.

Pub Date Oct 74

Note—9p.; Adopted by the Governing Council of the American Public Health Association (New Orleans, Louisiana, October 23, 1974)



Available from—American Public Health Association, 1015 Eighteenth Street, N.W., Washington, D.C. 20036 (No price quoted)

**EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE**

**Descriptors**—\*Health, \*Health Education, \*Health Programs, Health Services, Problems, Professional Associations

In this position paper of the American Public Health Association (APHA), emphasis is placed on the magnitude of the K-12 school community in both size and the duration of time individuals spend there and the subsequent need of good health education. The APHA states that it is concerned about the traditional crisis approach to health care, where the expense involved has sent medical costs soaring; programs dealing with crucial issues are eliminated, although the problems remain, because another crisis emerges calling for more new crash programs. The APHA states that it will exert leadership through its section and affiliates to assure for health education (a) time in the curriculum commensurate with other subject areas, (b) professionally qualified teachers and supervisors of health education, (c) innovative instructional materials and appropriate teaching facilities, (d) increased financial support at the local, state, and national levels to upgrade the quantity and quality of health education, and (e) a teaching/learning environment in which opportunities for safe and optimal living exist, and one in which a well-organized and complete health service is functioning. (Author/JA)

**ED 109 062 95 SP 009 308**

*Williams, John Reed, Ed. And Others*  
**Teacher Corps Teacher Education Materials Bibliography. The Emporia Collection.**

Kansas State Teachers Coll., Emporia.  
Spons Agency—Office of Education (DHEW), Washington, D.C. Teacher Corps.

Pub Date 25 Nov 74

Note—97p.

**EDRS Price MF-\$0.76 HC-\$4.43 PLUS POSTAGE**

**Descriptors**—\*Bibliographies, \*Educational Innovation, \*Educational Trends, Elementary Education, Secondary Education, Special Education, \*Teacher Education, Universities

This bibliography is comprised of materials gathered for the resource center at the 8th and 9th Cycle National Teacher Corps Conference, 1974. Materials were gathered from the following sources: (a) The Teacher Education Development Service Resource Center on Competency-Based Teacher Education (CBTE), School of Education, State University of New York at Albany; (b) The Bambi Collection; and (c) the Division of Teacher Education and Certification, New York State Department of Education. The materials have been categorized under four headings: (a) special education teacher training materials, (b) elementary teacher training materials, (c) middle school and secondary teacher training materials, and (d) other source materials for teacher education. Extensive systems of modules have been included under the first three headings, and listed under the university or laboratory responsible for development. Materials referenced in this collection are housed in the Teacher Corps Resource Center at Emporia Kansas State College, and are available for general use. (Author/JS)

**ED 109 063 SP 009 309**

*Dippo, Jeanette, Ed.*  
**Steps towards Healthy Growth: Health Education Curriculum Guide. Grades 10-12.**

Cortland-Madison Board of Cooperative Educational Services, Homer, N.Y.

Pub Date Jan 75

Note—108p.; First Edition; For related documents, see SP 009 290, 291 and 296

**EDRS Price MF-\$0.76 HC-\$5.70 PLUS POSTAGE**

**Descriptors**—Alcohol Education, \*Curriculum Guides, Drug Education, Family Life Education, \*Health Education, Nutrition Instruction, Personality Development, Safety Education, \*Secondary Education, Sex Education, Smoking

**GRADES OR AGES:** Grades 10-12. **SUBJECT MATTER:** Health Education—includes chapters on a) nutrition; b) disease prevention and control; c) tobacco; d) alcohol; e) drugs; f) personality development; g) family life and sexuality; h) environmental, public, and world health; i) consumer health; and j) safety, first aid, and sur-

vival education. **ORGANIZATION AND PHYSICAL APPEARANCE:** Each chapter is broken down into an overview, a list of objectives, a list of major concepts, a content outline, a list of learning and evaluative activities, and a list of resources. **OBJECTIVES AND ACTIVITIES:** Lists for both objectives and activities are included for each chapter. **INSTRUCTIONAL MATERIALS:** References are listed for each chapter. **STUDENT ASSESSMENT:** No provision indicated. **OPTIONS:** None listed. (PB)

**ED 109 064 SP 009 310**

*Acland, Henry*  
**A Study of Teacher Effects Based on Students' Achievement Scores.**

Pub Date 75

Note—37p.

**EDRS Price MF-\$0.76 HC-\$1.95 PLUS POSTAGE**

**Descriptors**—\*Academic Achievement, \*Effective Teaching, Elementary Education, Grade 5, Student Evaluation, Teacher Behavior, \*Teacher Influence, Teaching Skills, Tests  
**Identifiers**—Metropolitan Achievement Test (MAT)

This report tests the assumption that teachers have an impact on how much students learn. The results of this study indicate that teachers have an effect on average class achievement scores, and that this effect can be broken down into a stable component attributed to the teachers' consistency, and an unstable effect which varies from year to year. The stable component can be obtained by measuring (a) consistency teachers have in teaching different skills to the same students, and (b) consistency in teaching the same skill to different students. The data were collected from 89 fifth-grade teachers. Student achievement was tested in October and April in two consecutive years on the Intermediate Battery of the Metropolitan Achievement Test (MAT:1959). Adjusted gain scores were computed, based on class means, and the gain was used as an index of relative teacher effectiveness. The following three assumptions are implicit in the use of these gains: (a) the MAT is a relevant index of student performance, (b) gain scores measure teachers' deliberate behavior and variables beyond control of the teacher, and (c) students in average or below-average classes may learn considerably during the year, although in comparison to other classes they may have learned less. Results of the study also indicate that teachers are not found to have a consistent effect on the spread of achievement scores in their classes. (Author/JS)

**ED 109 065 SP 009 311**

*Schoenberger, M. M. Odynek, E. S.*  
**Tanzania Project: A Case Study of an International Teacher Education Program.**

Alberta Univ., Edmonton. Dept. of Elementary Education.

Pub Date 74

Note—126p.

**EDRS Price MF-\$0.76 HC-\$6.97 PLUS POSTAGE**

**Descriptors**—\*Cooperative Programs, Elementary Education, Foreign Countries, International Education, \*International Programs, Professional Training, Projects, \*Schools of Education, \*Teacher Education, Teacher Programs, \*Tutors

**Identifiers**—Canada, \*Tanzania

This five-part report focuses on a cooperative attempt by Tanzania and Canada to seek creative solutions to some common education and development problems. The Tanzania Project provided the professional and educational services necessary for organizing, establishing, and administering within the Department of Elementary Education at the University of Alberta a special one-year diploma program for Tanzania tutors. According to contractual agreement, the three-year program sponsored up to 20 tutors each year and was designed to broaden and deepen the candidates' experiences while exposing them to other systems. Part I of the report presents a history of the Tanzania Project and the purpose of the study. Part 2 delineates the project goals and objectives. Part 3 describes the planning and implementation of the project program. Included in this section are (a) description of the selection procedures of staff and students, (b) a delineation of staff functions and responsibilities, (c) reactions to discussion on the academic program, and (d) a description of pro-

gram resources. Part 4 discusses the outcomes of the Tanzania Project. Part 5 summarizes the study, and offers recommendations. (JS)

**ED 109 066 SP 009 312**

**Program of Studies, Physical Education K-6.**

Fairfax County Schools, Va.

Pub Date 3 Sep 74

Note—167p.; For related documents, see SP 009 313-315

**EDRS Price MF-\$0.76 HC-\$8.24 PLUS POSTAGE**

**Descriptors**—\*Curriculum Guides, \*Elementary Education, Exercise (Physiology), Motion, Object Manipulation, Perceptual Motor Learning, \*Physical Education, Physical Fitness, Program Descriptions, Psychomotor Skills

**GRADES OR AGES:** Grades K-6. **SUBJECT**

**MATTER:** Physical Education—includes sections on a) exploring movement, b) locomotor and nonlocomotor skills, c) perceptual-motor skills, d) object manipulation, e) ball handling, f) rhythms, g) gymnastics, and h) physical fitness. **ORGANIZATION AND PHYSICAL APPEARANCE:** The first section presents a program description and general goals; the second section describes objectives, units, suggested activities, and student evaluation for each subject area. **OBJECTIVES AND ACTIVITIES:** General program objectives are listed in section one. Behavioral objectives and suggested activities are described for each subject area in section two. **INSTRUCTIONAL MATERIALS:** References are listed for each subject area. **STUDENT ASSESSMENT:** None indicated. **OPTIONS:** None listed. (PB)

**ED 109 067 SP 009 313**

**Program of Studies, Physical Education 7-12.**

Fairfax County Schools, Va.

Pub Date 3 Sep 74

Note—159p.; For related documents, see SP 009 312-315

**EDRS Price MF-\$0.76 HC-\$8.24 PLUS POSTAGE**

**Descriptors**—Athletics, \*Curriculum Guides, Dance, Junior High Schools, \*Physical Education, Program Descriptions, \*Secondary Education

**Identifiers**—Individual Sports, \*Team Sports

**GRADES OR AGES:** Grades 7-12. **SUBJECT MATTER:** Physical Education—includes sections on a) team sports, b) individual and dual sports, and c) dance. **ORGANIZATION AND PHYSICAL APPEARANCE:** The first section presents a program description and general goals. The second section describes a) objectives, b) activities, c) understandings, d) teaching suggestions, and e) evaluation, and lists references for each sport. **OBJECTIVES AND ACTIVITIES:** General program objectives are listed in the first section. Behavioral objectives and suggested activities are described for each sport in section two. **INSTRUCTIONAL MATERIALS:** References are listed for each sport. **STUDENT ASSESSMENT:** None indicated. **OPTIONS:** None listed. (PB)

**ED 109 068 SP 009 314**

**Program of Studies, Health Education K-6.**

Fairfax County Schools, Va.

Pub Date 3 Sep 74

Note—239p.; For related documents, see SP 009 312-315

**EDRS Price MF-\$0.76 HC-\$12.05 PLUS POSTAGE**

**Descriptors**—\*Curriculum Guides, Drug Education, \*Elementary Education, \*Health Education, Human Body, Hygiene, Interpersonal Relationship, Mental Health, Nutrition Instruction, Safety Education

**GRADES OR AGES:** Grades K-6. **SUBJECT**

**MATTER:** Health Education—including a) interpersonal relationships, b) health habits, c) safety and first aid, d) nutrition, e) body systems and functions, f) dental health, g) consumer health, h) drugs, i) mental health, j) environmental and public health. **ORGANIZATION AND PHYSICAL APPEARANCE:** The first section presents a program description and general goals; the second section lists program objectives; and the third section describes objectives, suggested activities, references, and student evaluation for each subject area. **OBJECTIVES AND ACTIVITIES:** General program objectives are listed in the first section. Behavioral objectives and suggested activities are described for each subject area in sections two and three. **INSTRUC**

**TIONAL MATERIALS:** References are listed for each subject area. **STUDENT ASSESSMENT:** None indicated. **OPTIONS:** None listed. (PB)

**ED 109 069** SP 009 315

**Program of Studies, Health Education 7-12.**  
Fairfax County Schools, Va.  
Pub Date 3 Sep 74  
Note—188p.; For related documents, see SP 009 312-314

**EDRS Price MF-\$0.76 HC-\$9.51 PLUS POSTAGE**

**Descriptors—**Alcohol Education, \*Curriculum Guides, Driver Education, Drug Education, \*Health Education, Health Occupations, Physical Fitness, Program Descriptions, Safety Education, \*Secondary Education, Smoking  
**GRADES OR AGES:** Grades 7-12. **SUBJECT MATTER:** Health Education—including a) personal development, b) disease control, c) tobacco, d) alcohol, e) drug education, f) consumer health education, g) physical fitness and conditioning, h) environmental health, i) health careers, j) safety and first aid, and k) driver education. **ORGANIZATION AND PHYSICAL APPEARANCE:** The first section presents a program description and general goals; the second section lists program objectives; and the third section describes objectives, suggested activities, references, and student evaluation for each subject area. **OBJECTIVES AND ACTIVITIES:** General program objectives are listed in the first section. Behavioral objectives and suggested activities are described for each subject area in sections two and three. **INSTRUCTIONAL MATERIALS:** References are listed for each subject area. **STUDENT ASSESSMENT:** None indicated. **OPTIONS:** None listed. (PB)

**ED 109 070** SP 009 317

**Bruce, William C. And Others**  
**Field-Based Teacher Education: Past, Present, and Future.**

Stanford Univ., Calif. Stanford Center for Research and Development in Teaching.  
Pub Date Jun 75

Note—81p.; A monograph based on the "Field-Based Teacher Education for the '80s" Conference (St. Simons Island, Georgia, April 23-25, 1974)

**EDRS Price MF-\$0.76 HC-\$4.43 PLUS POSTAGE**

**Descriptors—**College School Cooperation, Curriculum Development, Educational Change, \*Field Experience Programs, \*Graduate Study, Interinstitutional Cooperation, Performance Based Teacher Education, \*Rural Schools, \*Teacher Education, Teaching Experience

This monograph consists of five papers originating from a 1974 conference entitled, "Field-Based Teacher Education for the '80s." The first paper, "Public School-College Cooperation in the Field-Based Education of Teachers (FBTE)—A Historical Perspective," by James L. Slay, focuses on how the historical development of public school cooperation has contributed to the emergence of a variety of FBTE practices. The second paper, "Field-Based Teacher Education: What It Can Be," by Gene Bottoms, explores a view of field-based graduate teacher education substantially different from present practice. The third paper, "Decentralizing Graduate Education: A Case for the Field-Based Professor," by William C. Bruce, Ronald L. Hubright, and V. Eugene Yarbrough, looks at the Alma staff development program, used to revolutionize a rural educational system in Georgia. The fourth paper, "Community Involvement and Control in Higher Education," by V. Eugene Yarbrough, predicts the coming transformation in higher education with increasing use of previously untapped sources in the community. The fifth paper, "Graduate Curriculum Outcomes in the 1980s: A Design for Producing Practitioners," by William C. Bruce, shows how coordination of resources outside the university can reform graduate education. An appendix consisting of an FBTE contract is included. (JS)

**ED 109 071** SP 009 318

**Koenker, Robert H.**  
**Status of Sixth-Year Programs Leading to a Degree or Certificate.**

Pub Date 1 Jul 75  
Note—13p.

**EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE**

**Descriptors—**Curriculum, \*Degrees (Titles), \*Educational Certificates, \*Graduate Study, Higher Education, National Surveys, Specialist in Education Degrees, Surveys  
**Identifiers—**\*Sixth Year Programs

This study is based on a nationwide survey conducted to determine the status of organized sixth-year programs leading to a degree or certificate. The survey was designed to update information received from two previous studies done in 1957 and 1967. Responses came from 371 of 480 institutions that received questionnaires. Results of the study indicate the following: (a) the number of institutions offering sixth-year degree programs has increased from 18 in 1957, to 46 in 1967, to 114 in 1975; (b) the number of institutions offering sixth-year certificate programs has declined by 14 since 1967; (c) the most common sixth-year degree titles were Specialist in Education or Education or Educational Specialist; (d) the institutions with sixth-year degrees reported 514 majors, representing 75 different fields of study; (e) the most common sixth-year certificate titles were Certificate of Advanced Study or Certificate of Advanced Graduate Study; (f) approximately 8,000 sixth-year certificates have been granted in the last 10 years; (g) the institutions reporting with certificate degrees offered 206 majors in 53 different fields; (h) 92 of 114 institutions preferred degree programs to certificate programs; (i) 91 of 114 institutions rated sixth-year degree programs favorably; and (j) 41 of 61 institutions offering sixth-year certificate programs rated such programs favorably. (Author/JS)

**ED 109 072** 95 SP 009 319

**Stern, Carolyn Keislar, Evan R.**  
**Teacher Attitudes and Attitude Change. Volume 1: A Handbook for Educational Practitioners.**  
California Univ., Los Angeles. Teacher Education Lab.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date 75  
Grant—NIE-G-74-0064

Note—67p.; For related documents, see SP 009 320 and 321

**EDRS Price MF-\$0.76 HC-\$3.32 PLUS POSTAGE**

**Descriptors—**Adoption (Ideas), Change Agents, \*Changing Attitudes, Curriculum, \*Educational Administration, Educational Innovation, Educational Practice, \*Educational Research, \*Effective Teaching, Student Characteristics, \*Teacher Attitudes, Teacher Role

This five-part report comprises a synthesis and distillation of research findings on teacher attitudes and the conditions under which they may be expected to change. The purpose of the study is to provide guidelines for practitioners interested in effecting changes in those teacher attitudes which may interfere with effective schooling efforts. Part 1 presents a brief overview of issues related to the whole field of attitude change, and the role of the teacher as a change agent. Part 2 discusses the problems which relate to teacher attitudes toward subject matter content and the introduction of new content in existing and new subject-matter courses. Three main curriculum areas are also defined in this section: a) academic subject matter, b) career (or vocational) education, and c) nontraditional curricula. Part 3 examines the ways that characteristics of students affect their teachers' attitudes toward them, and subsequently predispose differential treatment and sets of expectations on the part of the teachers. Part 4 deals with teacher attitudes toward organizational and instructional innovations. Topics included in this section are a) open education, b) staffing, c) scheduling, d) motivational procedures, e) individualization, f) behavior objectives, g) behavior modification, and h) education technology. Part 5 provides a brief summary statement. (Author/JS)

**ED 109 073** 95 SP 009 320

**Stern, Carolyn Keislar, Evan R.**  
**Teacher Attitudes and Attitude Change. Volume 2: Summary and Analysis of Recent Research.**  
California Univ., Los Angeles. Teacher Education Lab.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date 75  
Grant—NIE-G-74-0064

Note—200p.; For related documents, see SP 009 319 and 321

**EDRS Price MF-\$0.76 HC-\$9.51 PLUS POSTAGE**

**Descriptors—**\*Changing Attitudes, Discriminatory Attitudes (Social), Educational Innovation, Evaluation, Minority Groups, \*Research Reviews (Publications), Student Characteristics, \*Teacher Attitudes, Teacher Behavior, Units of Study (Subject Fields), Work Environment

This report presents a wide variety of findings about what teachers think and believe about the practices, people, and issues in U.S. schools. It is the second of three volumes, the first of which is a handbook for educational practitioners. The third volume is a bibliography for the first two volumes. This report contains 10 chapters, each of which reviews research for the following topics: a) the nature of attitudes and attitude measurement; b) teacher attitudes toward specific curriculum areas; c) teacher attitudes toward minority populations; d) student attributes and how they become the bases of discriminatory teacher behavior; e) teacher attitudes toward innovation; f) professional orientation; g) relationships with staff, parents, and community; h) work milieu; i) evaluation; and j) training programs to effect attitude change. (PB)

**ED 109 074** 95 SP 009 321

**Stern, Carolyn Keislar, Evan R.**  
**Teacher Attitudes and Attitude Change. Volume 3: Comprehensive Bibliography for Volumes 1 and 2.**

California Univ., Los Angeles. Teacher Education Lab.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date 75  
Grant—NIE-G-74-0064

Note—68p.; For related documents, see SP 009 319 and 320

**EDRS Price MF-\$0.76 HC-\$3.32 PLUS POSTAGE**

**Descriptors—**\*Bibliographies, \*Changing Attitudes, Educational Research, \*Teacher Attitudes

This bibliography is the third of three volumes which report on a study of recent research on teacher attitudes and attitude change. This volume lists, alphabetically by author, all the references cited in volumes one and two. Abstract literature and research reviews were used extensively in this study, and much material was obtained from "Research in Education." Titles from this publication are accompanied by ED numbers. Other sources used were the following: "Dissertation Abstracts," "Psychological Abstracts," "Education Index," "Social Science Citation Index," a number of annotated bibliographies, and research compilations. (PB)

**ED 109 075** SP 009 322

**Hennings, Dorothy Grant**  
**Mastering Classroom Communication—What Interaction Analysis Tells the Teacher.**

Pub Date 75  
Note—903p.

Available from—Goodyear Publishing Company, Inc., Pacific Palisades, California 90272 (No price quoted)

**Document Not Available from EDRS**

**Descriptors—**\*Classroom Communication, \*Interaction Process Analysis, \*Nonverbal Communication, Performance Criteria, \*Teacher Education, \*Verbal Communication

This book is designed for use in competency-based or field-based education programs, or in courses where emphasis is on developing classroom teaching skills. Part 1 focuses on competencies related to communication as it occurs in a variety of social, political, business, and educational settings. Topics covered in this section include (a) expanding the concept of communication, (b) elements of effective communication, and (c) barriers to communication. Part 2 is concerned with the receiving side of the communication process, and suggests competencies related to the teacher's role as listener. Emphasis is on both nonverbal and verbal messages. Part 3 gives suggestions for encoding verbal and nonverbal messages, and in designing an environment for learning. Part 4 offers a self-analysis guide through which the teacher can evaluate her or his own growth toward mastery of classroom communication skills. The book is illustrated with tables and figures. (Author/JS)

**ED 109 076**

SP 009 323

Eide, Kjell

**Educational Research Policy, Technical Report.**

Organisation for Economic Cooperation and Development, Paris (France). Centre for Educational Research and Innovation.

Report No.—CERI-EI-70.01

Pub Date 30 Sep 71

Note—69p.

Available from—OECD Publications Center, Suite 1207, 1750 Pennsylvania Avenue, N.W., Washington, D.C. 20006 (Free)

**EDRS Price MF-\$0.76 HC-\$3.32 PLUS POSTAGE**

**Descriptors**—Decision Making, Educational Administration, \*Educational Development, \*Educational Policy, \*Educational Research, International Education, Organization, Policy Formation

**Identifiers**—\*Educational Research Policy

This report attempts to clarify certain aspects of educational research policy. According to the preface, the objectives of a research policy cannot be formulated except in the context of educational and related policy goals. The organization of the decision-making process to achieve the objectives must be brought into the picture. In effect, research and development programs and institutions must be related to decision-taking both at policy and "grass roots" levels. A purpose of this report, therefore, is to provide a framework within which these complicated relationships can be examined. Part 1 provides an introduction to the study. Part 2 examines the concept of educational research policy by providing an analytical framework and discussing the differences between educational policy, research policy, and educational research policy. Part 3 looks at the validity of instrumental approaches to policy making. Topics covered in this section are a) criticisms of the instrumental approach, b) redefining the concept of authority, c) role of informative criticism, d) research and development process, and e) power structure. Part 4 focuses on the following conditions and instruments of educational research policy: a) present conditions of educational research and development, b) organizational instruments in educational research policy, c) research recruitment policies, d) resource allocation in educational research policy, and e) international collaboration. (Author/JS)

**ED 109 077**

SP 009 324

Breuse, Edouard And Others

**New Patterns of Teacher Education and Tasks; Country Experience, Belgium, France, and United Kingdom.**

Organisation for Economic Cooperation and Development, Paris (France).

Pub Date 74

Note—108p.; For related documents, see SP 009 225 and 277-279

Available from—OECD Publications Center, Suite 1207, 1750 Pennsylvania Avenue, N.W., Washington, D.C. 20006 (\$5.50)

**EDRS Price MF-\$0.76 HC-\$5.70 PLUS POSTAGE**

**Descriptors**—Educational Innovation, \*Educational Technology, \*Foreign Countries, \*Inservice Education, Program Descriptions, \*Teacher Education, Teacher Role, Teaching Skills

**Identifiers**—Belgium, France, \*United Kingdom

This collection of four reports deals with the topics of teacher education, teacher tasks, general aspects of training policies, and changes in teacher tasks and working conditions. The first report, "Experiments in Continuing Teacher Training," by Edouard Breuse, examines the program established in the French-speaking part of Belgium. The experiment organized for state school teachers promotes training for new teacher attitudes and brings teams of educators together for retraining. "Experiments in Continuing Teacher Training," by Gilles Feery, examines several innovative approaches to teacher training in France. Topics include a) diversity of conditions in which the innovations were set up, b) variety of models, and c) disparities in how the models fit into institutional structures. The report also considers whether a new model of teacher training is now being built up from disparate efforts, each focusing on a limited aspect of training. "Experiment of the College of Secondary Education at Marly-le-Roi and Its Implications for

Teacher Tasks," by Josette Poinssac, discusses the effects of educational technology on the changing pattern of teacher tasks. "Innovative Trends to Teacher Training and Retraining," by S. J. Eggleston, discusses the 1972 government white paper on educational reorganization and its policies for the restructuring of tertiary education and the adjustment of teacher supply, as being the critical factor in innovation in England and Wales. (Author/JS)

**ED 109 078**

SP 009 325

Fredriksson, Lennart

**The Use of Self-Observation and Questionnaires in Job Analysis for the Planning of Training.**

School of Education, Malmö (Sweden). Dept. of Educational and Psychological Research.

Spons Agency—National Swedish Board of Education, Stockholm.; Swedish Council for Social Science Research, Stockholm.

Pub Date 74

Note—67p.

**EDRS Price MF-\$0.76 HC-\$3.32 PLUS POSTAGE**

**Descriptors**—Educational Needs, Educational Programs, Foreign Countries, \*Job Analysis, \*Principals, Questionnaires, \*Self Evaluation, Teacher Educator Education, \*Teachers, \*Tutors, Vocational Education

**Identifiers**—\*Sweden

This study contains two investigations conducted as part of a larger research project. "Job Training in the School Sector." The overall goals of the investigations include the following: (a) to analyze the jobs of school principals in the compulsory school, tutors in teacher training, and teachers in Labor Market Training (LMT); (b) to systemize the data and obtain job descriptions on which training could be based; and (c) to try out self-observation as a method of collecting data for job analysis. In the first investigation, 63 school principals and 45 tutors utilized specially constructed diary sheets to observe and register their own behaviors. In order to analyze the data, it was first reduced to units, and the units were then sorted into newly constructed categorization patterns. Task assessment was then measured by means of frequency and time consumption analyses. The second investigation attempted to map the problems facing teachers engaged in labor market training (LMT), a type of vocational adult education. The purpose of this investigation was to develop a kind of problem inventory which could form a base for the training of future LMT teachers and further training for those already in service. Data was gathered from 16 LMT teachers using a self-observation diary. After completion of the diary, each participant received a follow-up interview. The diary investigation produced reports on 456 difficult tasks and the follow-up interviews elicited 141 more. (JS)

**ED 109 079**

SP 009 326

Idman, Pekka

**Equality and Democracy Studies of Teacher Training.**

School of Education, Malmö (Sweden). Dept. of Educational and Psychological Research.

Spons Agency—Office of the Chancellor of the Swedish Universities, Stockholm.

Pub Date Apr 74

Note—90p.

**EDRS Price MF-\$0.76 HC-\$4.43 PLUS POSTAGE**

**Descriptors**—Attitudes, \*Democracy, Democratic Values, \*Foreign Countries, Personality Development, Student Attitudes, \*Student Government, Student School Relationship, Student Teachers, \*Teacher Education, Teachers

**Identifiers**—\*Sweden

This summary deals with the major results elicited from six reports concerning two research projects entitled "Non-Subject-Specific Goals for University Education" and "Student Democracy—Co-Planning at Different Educational Levels." The reports include the following: (a) "Debate Analyses as Goal-Seeking Instruments," (b) "Attitudes towards School Democracy among School Leaders: An Explorative Study," (c) "Cooperation between Teachers and Student Teachers in Teacher Training: Some Data on Opinions," (d) "Opinions on Cooperation within the Teacher Training Sector: A Study of the Development During a Few Terms," (e) "The Attitude of Student Teachers to Their Training Situation: A Study of the Development of Attitudes During

the First Term," and (f) "The Relation between Attitudes towards School Democracy and Certain Personality Characteristics." The summary contains seven sections which include the following: background; equality and democracy as educational goals; the emotive and descriptive meaning of the concept of school democracy; democracy in teacher training; some studies of opinions; development of attitudes in questions concerning teacher training during the first term; relations between attitudes towards school democracy and certain personality characteristics; and final comments. The original report(s) on which each section is based is stated at the beginning of the section. (Author/JS)

**ED 109 080**

SP 009 327

Alvir, Howard P.

**Evaluation Materials for Resource Allocation Decisions Based upon Data Derived from Participants' Evaluation of Inservice Teacher Workshops, D. O. E. S. Report No. 1.**

Pub Date 26 Jun 75

Note—17p.

**EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE**

**Descriptors**—Educational Administration, Effective Teaching, \*Evaluation Methods, \*Inservice Education, Questionnaires, \*Resource Allocations, Teacher Education, \*Teacher Workshops

This publication consists of materials that can be used to evaluate teacher inservice workshops in terms of participant reactions. An evaluation form is completed by workshop participants, and summary scores are tallied. The publication consists of (a) an introduction, (b) the participants' evaluation of inservice teacher workshops form, (c) tally directions for this form, (d) tally scoring sheets for this form, (e) summary scoring sheets for this form, (f) analysis, and (g) a summary page for this form. The scores measure the relative effectiveness of the workshop in the following areas: overall effectiveness, effectiveness of workshop objectives and needs analysis, effectiveness of workshop resources and activities, and effectiveness of the workshop's practical applications. (JS)

**ED 109 081**

95

SP 009 328

**MINK Network Educational Resources Center.**

Iowa Univ., Iowa City.

Spons Agency—Office of Education (DHEW), Washington, D.C. Teacher Corps.

Pub Date 75

Note—18p.

**EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE**

**Descriptors**—Educational Resources, \*Information Networks, Information Processing, \*Instructional Materials, Performance Based Teacher Education, \*Teacher Education

**Identifiers**—\*MINK Network Educational Resources Center

This document contains materials used in accessing information into the MINK (Missouri, Iowa, Nebraska, and Kansas) Network Educational Resources Center. The center serves as a centralized source of materials covering a wide range of topics pertinent to teacher education for reference use in the MINK four-state area. The materials located at the Center include both print and non-print dealing with areas such as: (a) the competency-based teacher education (CBTE) concept, (b) Teacher Corps proposals and working papers, (c) learning packages, (d) teacher education modules, and (e) various education convention report papers from throughout the nation. Materials contained in this publication include the following: (a) sample material request forms, (b) the manual of form and procedure for cataloging and processing MINK Network Educational Materials, and (c) the April and May 1975 selected monthly acquisitions list. (JS)

**ED 109 082**

SP 009 329

Murray, J. Alex. Ed.

**Sports or Athletics: A North American Dilemma.**

Pub Date 73

Note—184p.; Proceedings of the Annual University of Windsor Seminar on Canadian-American Relations (15th, University of Windsor, Windsor, Ontario, 1973)

Available from—Seminar on Canadian-American Relations, University of Windsor, Windsor, Ontario, Canada N9B 3P4 (\$10.00)

**Document Not Available from EDRS**



Descriptors—Adults, \*Athletics, Children, Financial Problems, \*Futures (of Society), Mass Media, Theories, \*Trend Analysis  
Identifiers—Olympic Games, \*Sports

This book reports on the 15th Annual Canadian American Seminar, the purpose of which was to explore the widening gulf between sports and athletics, and to examine and predict trends in the U.S. and Canada. The seminar presentations are divided into six sessions, plus the Frank Bolland Memorial Lecture delivered by Jesse Owens. Each session includes two or three presentations and a discussion period. The first session is devoted to the topic of conceptual analyses of sports vs. athletics. The second session deals with the Olympic Games and includes three presentations by people involved in the Olympics. The third session discusses the conflict between the sport side and the business side of athletics. The fourth session looks at the tendency in North America toward sports for adults and athletics for children. The fifth session includes presentations dealing with the financial side of athletics. The last session discusses the future of sports and the media influence on that future. (PB)

ED 109 083 SP 009 330

#### Teacher Corps: Past or Prologue?

National Advisory Council on Education Professions Development, Washington, D.C.

Pub Date Jul 75

Note—73p.

Available from—National Advisory Council on Education Professions Development, Suite 306, 1111 20th Street, N.W., Washington, D.C. 20036 (Free)

EDRS Price MF-\$0.76 HC-\$3.32 PLUS

#### POSTAGE

Descriptors—Cost Effectiveness, \*Educational Programs, \*Federal Programs, Management, Program Costs, Program Effectiveness, \*Program Evaluation, Summative Evaluation, \*Teacher Programs

Identifiers—\*Teacher Corps

This evaluation report on the Teacher Corps is divided into three parts. The first part describes the past and present status of the organization, looking at a) origin and history, b) the 1974 amendments, c) current operations, d) staffing and financial data, e) scope, f) minority recruitment, and g) analysis of past evaluations. The second part assesses Teacher Corps in terms of the following: a) progress toward goals and objectives, b) comparison with other teacher education programs, c) cost effectiveness, d) program flexibility, e) efficient management, and f) comprehensiveness. The third part comprises a list of recommendations. Five appendices are included which contain a) a legislative history, b) a synopsis of the tenth cycle, c) a listing of evaluations, d) responses to a questionnaire, and e) a listing of special development projects. (PB)

ED 109 084 SP 009 331

Rudhe, Birgit, Ed. Gran, Bertil, Ed.

#### New Patterns of Teacher Tasks. Educational and Psychological Interactions. Bulletin No. 51.

School of Education, Malmö (Sweden). Dept. of Educational and Psychological Research.

Pub Date Dec 74

Note—64p. Not available in hard copy due to marginal legibility of original document

EDRS Price MF-\$0.76 PLUS POSTAGE. HC Not Available from EDRS.

Descriptors—Educational Development, Educational Research, \*Foreign Countries, \*Individualized Instruction, Interaction, \*Social Experience, Task Performance, \*Teacher Education, Teacher Role, Team Teaching

Identifiers—\*Sweden

Commissioned by the Programme on Teacher Policies within the Organization for Economic Cooperation and Development (OECD), a team of educators, school administrators, and research workers prepared this report aimed at demonstrating how new patterns of teacher tasks emerged from educational development work in the Malmö region of Sweden. Primarily, the Malmö activities focused on solving the essential problem of how to combine individualization of instruction with social education. The development work, carried out in close cooperation with a city-based educational development center and the research department of a school of education, showed the need for increased flexibility in the use of resources as well as in several activities of the school. New categories of personnel were in-

troduced into the schools, and teachers had to learn to cooperate with them, making plans in teams with other teachers and with pupils. More stress was placed upon the pupils' social and emotional development, as well as upon the handling of new teaching aids. The report bases its analysis of emerging new patterns of teacher tasks upon descriptions of innovative situations and reports on developmental and research projects. (Author/JS)

ED 109 085 SP 009 332

#### Some 1974 Reports and Reprints from Malmö School of Education: An Annotated Bibliography. Pedagogisk Dokumentation No. 34.

School of Education, Malmö (Sweden). Dept. of Educational and Psychological Research.

Pub Date Dec 74

Note—41p.

EDRS Price MF-\$0.76 HC-\$1.95 PLUS

#### POSTAGE

Descriptors—\*Annotated Bibliographies, \*Documentation, Education, \*Educational Research, \*Foreign Countries, Schools of Education, Teacher Education

Identifiers—\*Sweden

This is an annotated bibliography of reports and reprints issued during 1974 by the Department of Educational and Psychological Research, Malmö School of Education. The reports are listed alphabetically by author. Each title is followed by brief annotations or abstracts in English. Languages used in the original reports are English, German, and Swedish. Approximately 100 references are included. (Author/JS)

ED 109 086 SP 009 333

Bjerstedt, Ake

#### Student Democracy - Co-Planning at Different Educational Levels: Project Summary and Report Abstracts. Pedagogisk Dokumentation No. 28.

School of Education, Malmö (Sweden). Dept. of Educational and Psychological Research.

Pub Date May 74

Note—18p.

EDRS Price MF-\$0.76 HC-\$1.58 PLUS

#### POSTAGE

Descriptors—Elementary Education, Foreign Countries, Projects, Secondary Education, \*Student Government, \*Student Leadership, \*Student Role, Student School Relationship, \*Teacher Education

Identifiers—\*Sweden

This study reports on Project Student Democracy, a program at the Malmö School of Education in Sweden. The study aims to a) study characteristic patterns of interaction, attitudes, and opinions related to existing forms of student participation at various levels of education in Sweden; b) study relations between both attitudes and opinions, and background and individual variables; and c) investigate how the introduction of new procedures for coplanning functions and is experienced. The project works with student democracy at three levels: a) grades 1-6, b) grades 7-12, and c) the postschool level, with particular emphasis on teacher training. In general, internal democracy in schools had made progress during the last decade, and results from various experimental activities were positive. Included in the report are a set of follow-up recommendations and abstracts of various project reports. (Author/JS)

ED 109 087 SP 009 334

#### Proposed Undergraduate and Graduate Programs in Cross-Cultural Education.

Alaska Univ., Fairbanks.

Pub Date 75

Note—8p.

EDRS Price MF-\$0.76 HC-\$1.58 PLUS

#### POSTAGE

Descriptors—Biculturalism, Course Descriptions, Courses, \*Cross Cultural Studies, \*Graduate Study, Interdisciplinary Approach, \*Schools of Education, Teacher Education, \*Teachers, \*Undergraduate Study

Identifiers—\*Alaska

This document provides a proposed list of programs and their requirements for Bachelor and Master of Education degrees at the University of Alaska. The programs are intended to develop graduates who possess a crosscultural perspective and sensitivity in their approach to education, with particular emphasis on the multicultural environment of Alaska. The proposed programs

possess three characteristics essential to their design and implementation: a) education is defined in broad cultural terms, encompassing educational needs and issues in addition to certification requirements; b) the academic orientation is interdisciplinary, drawing heavily on anthropology, linguistics, sociology, psychology, and English; education is viewed as an applied field in which the methods and perspectives of various academic disciplines are brought to bear on the analysis of complex sociocultural issues; and c) the programs rely heavily on actual field experiences. Only through direct and prolonged immersion in alternative settings can the students, native or nonnative, acquire an internalized cross-cultural perspective which will allow them to transcend their own ethnocentrism. (Author/JS)

ED 109 088 SP 009 335

Thompson, James L. Johnson, Nancy C.

#### Inservice Education: New Directions for Colleges of Education.

Pub Date 75

Note—7p.

EDRS Price MF-\$0.76 HC-\$1.58 PLUS

#### POSTAGE

Descriptors—\*College Curriculum, College School Cooperation, Field Experience Programs, \*Inservice Teacher Education, Interinstitutional Cooperation

Since the teaching force for the 1970s will be predominantly stable, the need of teacher education for the future is not preservice education but inservice. The primary responsibility for inservice education is with public school educators. But this is in no way a disclaimer that other agencies have responsibility. Traditional methods, such as a college course for credit, are no longer viable for the problems of today. College courses can still be an effective means for inservice education, but the design and implementation of these courses needs modification. Instead of a "prepackaged" block, the course should be designed with attention to unique characteristics of schools/systems. Should the school be concerned with moving to a highly individualized instructional program, a college course should be composed of elements which would support and guide the particular faculty as they move into this particular curricular change. Flexibility, courses planned cooperatively with the target personnel, classes held in schools rather than on a college campus, and the collaborative efforts of several professors as well as public school personnel should all be components of inservice education. (JA)

ED 109 089 SP 009 337

Violette, Ronald W.

#### Student Reactions to Health Services Rendered by the Sports Medicine Program to Intramural Participants at the University of North Carolina-Chapel Hill.

North Carolina Univ., Chapel Hill.

Pub Date 74

Note—9p.

EDRS Price MF-\$0.76 HC-\$1.58 PLUS

#### POSTAGE

Descriptors—First Aid, Health Facilities, \*Health Services, \*Injuries, \*Intramural Athletic Programs, Physical Fitness, \*Student Reaction, Surveys, Universities

Identifiers—\*Sports Medicine

This paper describes the activities of the Division of Sports Medicine at the University of North Carolina. The program works in the areas of (a) prevention, (b) treatment, (c) first aid, and (d) rehabilitation of athletic injuries sustained during intramural activities. The sports medicine staff consists of three full-time physicians, four full-time trainers, and several student trainers. The program offers the following services: (a) during scheduled events and activities, a full-time professional member of the staff is stationed in the training room, centrally located to all intramural facilities; (b) intramural athletes may receive protective wrapping or taping, if needed, prior to any scheduled intramural activity or contest, as well as any post-game treatment which might be prescribed by the staff members; (c) athletic trainers also refer injured participants, when necessary, to the sports medicine physicians in the Student Health Service, where they receive the same care as varsity athletics; and (d) rehabilitation of both minor and severe injuries sustained in intramural competition is available, since two athletic trainers hold degrees in physi-

cal therapy. In order to ascertain student reaction to the sports medicine program, a telephone survey was conducted. Respondents rated first aid and followup care highly, and comments made about the program were positive. (JS)

**ED 109 090** SP 009 338

*Weeks, Lewis E., Ed.*  
**The Report of the Commission on Education for Health Administration; Volume I.**  
Michigan Univ., Ann Arbor.

Spons Agency—Kellogg Foundation, Battle Creek, Mich.

Pub Date 75

Note—200p.

Available from—Health Administration Press, M 2210 School of Public Health II, University of Michigan, Ann Arbor, Michigan 48104 (\$7.50)  
Document Not Available from EDRS

Descriptors—Abstracts, \*Administrator Role, Advisory Committees, \*Educational Administration, Educational Improvement, Graduate Study, \*Health, Trend Analysis, Undergraduate Study

This book contains the final report of the Commission on Education for Health Administration, with its recommendations and observations on health administration education for the next decade. The objectives of the study revolve around the following issues: (a) complexity of the health and medical care system and needs for improved organization and administration within the system, (b) definition of role and responsibility in health administration practice, (c) relevance and quality of education for health administration, and (d) process for achieving articulation between health administration education, practice, and the community. Also included in the text are the following two background papers dealing with health care trends and administration: (a) "Future Trends in Health Care Delivery: A Forecast," by Janet A. Strauss; and (b) "Emerging Roles and Responsibilities in Health Administration," by Charles J. Austin. Appendixes include (a) a list of organizations contacted during the study, (b) a compilation of graduate and undergraduate programs known to the commission, and (c) summaries of related papers. (JS)

**ED 109 091** SP 009 340

*Alpen, Morton And Others*

**The Reform of Secondary Education: A Professional Evaluation.**

Temple Univ., Philadelphia, Pa. Coll. of Education.

Pub Date 75

Note—74p.

Available from—College of Education, Temple University, Philadelphia, Pennsylvania 19122 (\$2.00 plus mailing)

**EDRS Price MF-\$0.76 HC-\$3.32 PLUS**

**POSTAGE**

Descriptors—Adolescents, Career Education, Curriculum, \*Educational Assessment, \*Educational Change, Educational History, \*Educational Innovation, Educational Objectives, \*Educational Trends, Instructional Media, \*Secondary Education, Student Rights, Teacher Education, Teacher Role

This report is a collection of articles by various authors, which examine issues surrounding the reform of secondary education. Part 1 presents a historical survey of American education. Part 2 develops a conceptual framework for making useful policy statements. It also considers issues of individual freedom and social order, with emphasis on legal, social, and economic problems. Part 3 deals with legal questions involving school law, the courts, and the contrasting ways student rights and teacher rights have been dealt with traditionally in the past and by present activist courts. Part 4 concentrates on political problems of secondary education reform. Part 5 offers a perspective of views on secondary education, and discusses the following areas related to teacher education and education generally: (a) alternativeness, (b) individualization and flexibility, (c) broadening the base, and (d) financial support. Part 6 provides a systematic examination of six questions concerning goals, curriculum, and reform. Part 7 focuses on adolescent development and several related issues for reform. Part 8 (a) provides a historical perspective on the development of education from individual instruction to classrooms and schools, (b) describes the emergence of new roles for teachers and

schools, and (c) summarizes recent educational media research. Part 9 argues that career education is not an educational concept but a slogan that needs interpreting. Part 10 elicits recommendations from each article and offers suggestions for future action. (Author/JS)

**ED 109 092**

*Lersten, Kenneth*

**New Play.**

Pub Date 75

Note—10p.; Paper presented at the Southwest District Convention of the American Alliance for Health, Physical Education, and Recreation (Albuquerque, New Mexico, April 17-19, 1975)

**EDRS Price MF-\$0.76 HC-\$1.58 PLUS**

**POSTAGE**

Descriptors—Literature Reviews, \*Physical Education, \*Play, Religion, Self Actualization, Self Congruence, Theories

There have been many theories and hypotheses about play, one of which is the equation of play with "transcendence." Play may have the ingredients to allow us to transcend and, for moment, remythologize life. There have been recent authors who have given play the status of theology, indicating that play contains elements also found in religion. This then is new play. For Neale, play is peace; there is the connotation of meaningfulness; it involves delight. Miller, in his book "God and Games," views play as a response to the introduction of the sacred into our lives. Jurgen Moltmann calls for transcendence of the win-lose nature of much of our play so that we can just simply be who we are in and through play. For Harvey Cox, festivity is a way that humans keep alive to time by relating past, present, and future; play has a festive element. The transcendent view of play is "new" play in the sense that western culture seems to have forgotten how to play. Both physical education and religion of the West have for centuries been practicing a dualism between mind and body. Physical education can be a catalyst for this new play of transcendence by helping us discover that play is natural to humans and comes in many forms. (JA)

**ED 109 093**

*Lersten, Kenneth C.*

**Some Psychological Aspects of Aging: Implications for Teaching and Learning.**

Pub Date 74

Note—14p.; Paper presented at the Annual Conference of the Rocky Mountain Educational Research Association (5th, Albuquerque, New Mexico, October 30, 31 and November 1, 1974)

**EDRS Price MF-\$0.76 HC-\$1.58 PLUS**

**POSTAGE**

Descriptors—Educational Research, \*Learning Characteristics, Literature Reviews, \*Older Adults, \*Psychological Characteristics, Psychological Needs, Psychomotor Skills, Senior Citizens, \*Teaching

This paper reviews psychological literature concerned with aging, and includes brief reviews of (a) motor skill work, (b) the phenomena of "slowing," (c) social psychological findings, (d) sensation and perception, and (e) selected learning characteristics. The following teaching and learning strategies were elicited from this study: (a) flexibility as a goal should be stressed, rather than performance goals or quantity of learning; (b) training in pacing responses at a personal speed is important; (c) increased periods between stimuli benefit the elderly, both for inspection and anticipation; (d) response repression or error commission may be the result of fast or imposed pacing; (e) the arousal level of the elderly is important to performance, since motivational levels and interest decline; (f) aids to learning, either artificial or natural, such as mediating techniques, have proven helpful; (g) learning and performance must be treated separately. (JS)

**ED 109 094**

*Stickney, Sharon*

**Independence Is.**

Pub Date 74

Note—12p.

**EDRS Price MF-\$0.76 HC-\$1.58 PLUS**

**POSTAGE**

Descriptors—\*Concept Formation, Definitions, Educational Administration, \*Females, \*Individual Development, Workbooks, \*Youth Programs

Identifiers—\*Independence

This workbook is designed to help participants of the Independence Training Program (ITP) to achieve a definition of "independence." The program was developed for teenage girls. The process for developing the concept of independence consists of four steps. Step one instructs the participant to create an imaginary situation where she is completely independent. After observing the situation carefully, the participant develops her own list of characteristics of independence. The second step involves the participant's imagining another situation where independence is totally lacking. A list of these situational characteristics is then composed. Step three instructs the participant to read lists included in the workbook and written by other women who were describing what independence meant to them. The lists are then compared and if there are points not on the participant's list, she adds them. Step four involves reviewing the three previous lists, and writing down any new ideas. The participants then proceed to discuss the concept they have developed. (JS)

**ED 109 095**

*Auster, David*

**Effects of Skill Acquisition in Visual Motor Tasks on Ability to Copy Designs between Five and Ten Year Old Children with Visual Motor Disability.**

Pub Date 75

Note—15p.; Paper presented at the Annual Convention of the American Alliance for Health, Physical Education, and Recreation (Atlantic City, New Jersey, 1975)

**EDRS Price MF-\$0.76 HC-\$1.58 PLUS**

**POSTAGE**

Descriptors—\*Children, Elementary Education, \*Eye Hand Coordination, Learning Disabilities, Primary Education, Psychomotor Skills, \*Skill Development, \*Visually Handicapped Mobility Identifiers—\*Beery Visual Motor Integration Test

The concomitant effects of skill acquisition in hierarchical learning sequences of visual motor programming and the ability to copy designs was compared between five- and ten-year-old children with visual motor disability. Each group of children participated in four types of visual motor training programs, which included 72 responses in each hierarchical learning sequence extended over a six-week period. Programming was implemented through individually prescribed instructional procedures. Pretest and posttest data were acquired on both the Beery Visual Motor Integration Test and placements in the hierarchical learning sequences. The results of the study indicated that the older group of children with visual motor disability learned at significantly greater rates than the younger group in the motor programming. However, there was a significant difference between groups, and the younger group showed greater ability to copy designs. Procedures for selecting specific motor programs based on individual need, rather than programming all children to the same type of perceptual motor activity, are suggested as a future procedure to enable transfer of the acquisition of visual motor skill to ability to better copy designs. (Author/JS)

**ED 109 096**

*Morris, Lee A.*

**An Alternative School Conceptual Framework.**

Pub Date [74]

Note—15p.

**EDRS Price MF-\$0.76 HC-\$1.58 PLUS**

**POSTAGE**

Descriptors—\*Alternative Schools, Inservice Education, Learning Activities, \*Models, \*Student Behavior, \*Teacher Behavior, Teacher Role

This model is designed to serve as a conceptual framework for alternative programs with primary emphasis on provisioning (the way in which time, space, material, equipment, and activities are used in the learning environment). The model's concern is to assess concrete examples or tendencies of teachers, students, and the education program. The following two instruments were developed to achieve this objective: (a) the teacher questionnaire, and (b) the observation rating scale. These instruments may be used in the following ways: (a) as diagnostic tools to establish a benchmark for teacher/administrator inservice training; (b) to assess actual provisioning tendencies relative to time, space, and material utilization; and (c) to collect data on teachers' perception of the learning environment. The model attempts to outline functions of teachers

and students as desired outcomes or ideals for which alternative schools should be striving. The ultimate objective of the process is to promote active student and teacher involvement resulting in students assuming major responsibilities for their behavior, attitude, and cognition. (JS)

ED 109 097 95 SP 009 346

Mook, John E.

Community-Based Education Component: A Rural Experience.

Emporia Kansas State Coll.

Spons Agency—Office of Education (DHEW), Washington, D.C. Teacher Corps.

Pub Date Jul 75

Note—33p.; Presented at the Ninth and Tenth Cycle Teacher Corps National Conference

EDRS Price MF-\$0.76 HC-\$1.95 PLUS POSTAGE

Descriptors—Community Cooperation, \*Community Education, Community Involvement, Community Study, \*Continuous Learning, Extension Education, Postsecondary Education, Projects, \*Rural Education, Surveys

Identifiers—\*Emporia Kansas State College

This report summarizes the programs and processes used by Sixth and Eighth Cycle Teacher Corps projects at Emporia Kansas State College in the formulation of community-based education programs. Functions of the programs include the following: (a) to broaden the base of educational experiences for children, (b) to involve members of the community in the educational process in order to give credence to the idea that education continues throughout life, (c) to extend and coordinate existing social services to insure that help gets to those who need it but who are uninformed about their options, and (d) to give the broadest possible base to a community's knowledge of what the educational process is by involving community people as teachers and learners. In order to determine community needs, the following methods were employed: (a) application of community dynamics studies of the target communities and their populations, (b) surveys, and (c) development of instruction which was conceived, organized, and implemented by community people. In order to evaluate the program, a survey and discrepancy evaluation were used by the Teacher Corps teams to determine achievement of objectives. (A set of appendices discussing individual programs, including a sample proposal, are included.) (JS)

ED 109 098 SP 009 347

Renick, Jobann

Optimal Strategy at Decision Points in Singles Squash.

Pub Date 75

Note—16p.

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—Athletics, Athletic Coaches, \*Athletics, \*Decision Making

Identifiers—\*Decision Points, Squash

The optimal strategy at decision points in the singles game of squash played by North American rules is specific to the scoring system and the tie point at which the decision must be made. The actual decision should be based on the scoring potentials of the two players, from which projected outcome values of various length games are derived. One of the most interesting points from this analysis of tie points in squash is that the better player does not always increase his/her advantage by choosing the longer game. From the projected outcomes, the circumstances under which a player should choose the set and no-set options are determined, providing the optimal strategy for decision points in singles squash. This optimal strategy provides a player with the best possibility of winning a game. (Author/JS)

ED 109 099 SP 009 348

James, Richard, Ed. Brown, Ray, Ed.

Emerging Concepts for Collaboration: Selected Papers. Bulletin No. 40.

Association of Teacher Educators, Washington, D.C.

Pub Date 75

Note—59p.

Available from—Association of Teacher Educators, 1701 K Street, N.W., Suite 1201, Washington, D.C. 20006 (Stock No. 861-27514, \$3.00)

EDRS Price MF-\$0.76 PLUS POSTAGE. HC Not Available from EDRS.

Descriptors—Educational Development, Educational Improvement, Educational Trends, \*Institutional Cooperation, Models, Performance Based Teacher Education, Performance Criteria, Program Descriptions, Schools of Education, \*Teacher Education

Identifiers—\*Collaboration

This collection of articles deals with collaboration in teacher education. The first paper, "A Conceptual Basis for Collaboration," by Earl D. Clark, synthesizes the concepts and components of collaboration and prescribes the relationships needed between all involved if quality programs are to prevail. The second paper, "Parity and Educational Problem Solving: A Progress Report," by Suzanne M. Kinzer and William H. Drummond, outlines objectives and designs for the Florida Collaborative Model Project. This program attempted to achieve equal parity in collaborative educational policy-making between the following voices: (a) public school administration; (b) professional associations—classroom teachers; (c) university faculty; (d) students in teacher education; and (e) community or citizenry. The third paper, "Project Follow Through: Interdepartmental Collaboration," by Alex Molnar et al., describes the interrelationship between students, staff members of field centers, and university faculty as evidenced at a program at the University of Wisconsin-Milwaukee. The fourth paper, "Collaboration in a CBTE Program," by Rita C. Richey, Fred S. Cook, and Robert A. Roth, presents Michigan's approach to initiating a competency-based teacher education (CBTE) program with emphasis on collaboration. The articles, while distinct in their approach to collaboration, are similar in perspective. (Author/JS)

ED 109 100 SP 009 349

Caffrey, Garret P. And Others

Metabolic Effects of Chronic Heavy Physical Training on Male Age Group Swimmers.

Note—4p.

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—\*Cardiovascular System, \*Exercise (Physiology), Males, Metabolism, Physical Fitness, \*Swimming

Identifiers—\*Athletic Training, Ergometer, Oxygen Consumption

This study attempts to appraise the effectiveness of chronic heavy exercise on 13 male swimmers from 10 to 17 years of age. The experimental group trained six days a week, often with more than one workout per day. During this period, the principles of interval training were employed in conjunction with high-intensity swimming. At the completion of training, each subject rode a bicycle ergometer at 60 revolutions per minute, with varying workloads, in order to test maximal aerobic capacity. The maximal oxygen consumption test consisted of three exercise periods, each four minutes long, with a recovery time between exercise periods of ten minutes. On the basis of the data obtained from the investigation, it was concluded that age-group swimmers possess significantly higher aerobic power than untrained males of the same age. In addition, it is felt that due to chronic heavy physical training, this high level of cardiovascular fitness is maintained throughout the entire training year. (JS)

ED 109 101 SP 009 350

Milgram, Gail Gleason

Alcohol Education Materials: An Annotated Bibliography.

Rutgers, The State Univ., New Brunswick, N.J. Center of Alcohol Studies.

Spons Agency—National Inst. on Alcohol Abuse and Alcoholism (DHEW/PHS), Rockville, Md.

Pub Date 75

Note—303p.

Available from—Publications Division, Rutgers Center of Alcohol Studies, New Brunswick, New Jersey 08903 (\$12.50)

Document Not Available from EDRS

Descriptors—\*Alcohol Education, \*Alcoholism, \*Annotated Bibliographies, Health Education, Instructional Materials

This 873-item annotated bibliography cites books, pamphlets, leaflets, and other materials produced for education about alcohol from 1950 to May 1973. The major part of each annotation is a brief summary of the contents. The annotation also contains a statement of orientation or type of presentation and evaluative comments.

Each item is classified by its main concepts. Subjects include the following: (a) general source material, (b) nature and history of alcohol, (c) effects of alcohol on the human body, (d) sociology of drinking habits, (e) alcohol and life, (f) teenage drinking, (g) individual controls, (h) social controls, (i) intoxication, (j) alcohol and highway safety, (k) alcoholism: disease, (l) alcoholism: alcoholics, (m) alcoholism: treatment (n) alcoholism: industry, (o) alcoholism: Alcoholics Anonymous, and (p) alcohol education. Indexes of publication titles, grade levels, publication types, and major content of texts are also included. (JS)

ED 109 102 SP 009 351

Johnson, Nancy

The First-Year Teacher Pilot Program. Final Report.

Alabama State Dept. of Education, Montgomery.; Alabama Univ., Birmingham.

Pub Date Jul 75

Note—213p.; For related documents, see ED 102 141

EDRS Price MF-\$0.76 HC-\$10.78 PLUS POSTAGE

Descriptors—\*Educational Improvement, Elementary Education, \*Inservice Education, Instrumentation, \*Performance Based Teacher Education, Program Evaluation, Secondary Education, Statistical Data, Teacher Centers, \*Teacher Education, Teaching Skills

Identifiers—\*Alabama University in Birmingham

This five-part report evaluates the First-Year Teacher Pilot Program utilized at Alabama University in Birmingham. The program was designed primarily to improve teacher competence, thereby improving the teaching learning process in the elementary and secondary classrooms of Alabama. In addition, a research component was designed to obtain information which would be useful in improving education. The research considerations involved (a) identifying common and specific needs of first-year teachers, (b) determining effective and economical means for providing inservice assistance to meet these needs, and (c) determining effectiveness of the program. Part 1 discusses the origin of the program, its implementation, and summary of 1973-4 findings. Part 2 focuses on the activities completed during the second year of program operation. Part 3 examines the instrumentation and analysis of resulting data on outcomes. Part 4 discusses techniques used to determine people/time organizational and utilization patterns effective in the assistance of first-year teachers. Part 5 offers conclusions and recommendations for improving the program. Also attached is an extensive set of appendices; included among them are the following: (a) competencies essential to first-year teachers' success; (b) instruments; (c) forms used to begin program activities; (d) team meeting report; (e) examples of techniques, problems, and suggestions; and (f) analysis and covariance of data. (Author/JS)

ED 109 103 SP 009 352

Jable, J. Thomas

Sunday Sport Comes to Pennsylvania: Professional Baseball and Football Triumph over the Commonwealth's Archaic Blue Laws, 1919-1933.

Pub Date Apr 75

Note—27p.; Paper presented at the Annual Convention of the North American Society for Sport History (3rd Boston, Massachusetts, April 16-19, 1975); Best copy available

EDRS Price MF-\$0.76 HC-\$1.95 PLUS POSTAGE

Descriptors—\*Athletics, Baseball, \*Laws, \*State Legislation, \*State Recreation Legislation

Identifiers—\*Blue Laws, Football, Pennsylvania

Following World War I, many Americans plunged into sport, and found the Sabbath a convenient and popular day for engaging in sporting events, especially since Sunday activities had become commonplace during the War and acceptable in many areas. However, when Pennsylvanians turned to sport on the Sabbath, they were confronted by the state's archaic blue law of 1794 which prohibited all sports and diversions on Sundays. In 1926, the Philadelphia Athletics baseball team tested the statute by scheduling a Sunday contest with the Chicago White Sox. The game was played without incident, but Sabbatarians protested and brought this issue before the courts. In 1927 the Pennsylvania Supreme Court concurring with Sabbatarian charges, ordered the



Athletics not to schedule any more Sunday games under penalty of forfeiting its charter of incorporation. It was not until 1933, after several battles in the Pennsylvania legislature, that the Sunday lobby generated enough votes to modify the 1794 statute. The new law permitted baseball and football on Sunday afternoons between 2:00 and 5:30 p.m., if the voters of any locality approved. The electorate in Pennsylvania's metropolitan areas voted heavily in favor of Sunday sports at the November 1933 elections. Immediately after the elections, professional football teams began playing on Sundays in Pittsburgh and Philadelphia, inaugurating the first legal Sunday sports in Pennsylvania's history. (Author/JS)

**ED 109 104** 95 SP 009 353  
A Multidisciplinary Study of Planned Educational Change.

Abt Associates, Inc. Cambridge, Mass.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date 1 Apr 75

Contract—OEC-0-72-5245

Note—64p.; For related document, see SP 009 174; Papers prepared for Presentation at the Annual Meeting of the American Educational Research Association (Washington, D. C., April 1, 1975)

Available from—Abt Associates Inc., 55 Wheeler Street, Cambridge, Massachusetts 02138 (No price quoted)

**EDRS Price MF-\$0.76 HC-\$3.32 PLUS POSTAGE**

Descriptors—Community Involvement, Decision Making, \*Educational Change, Educational Planning, Program Descriptions, \*Rural Education, \*Rural School Systems

The symposium papers presented in this publication are based on a continuing program of research in ten rural school districts. The program, "Project Rural," is part of the Experimental Schools program, which emphasizes a holistic approach to educational change—one requiring simultaneous change in curriculum, staff development, community participation, use of time, space and facilities, administration, organization, governance, and ongoing evaluation. At present, "Project Rural" consists of eight major studies of two basic types. Some of these studies are designed to compare and contrast the ten school districts. These are "cross-site studies." Others focus more deeply and holistically on a single school district: "site case studies." Part 1 of the publication is an overview. Part 2, "The Cross-Site Studies," contains the following papers: (a) "A Conceptualization of Planned Educational Change;" and (b) "A Conceptualization of 'Treatment' as a Complex Phenomenon." Part 3, "The Case Studies," contains the following essays: "The Development of Ethnographies on Educational Change;" "The Work Adjustment of Recent Graduates;" "Indirect Communication in the Decision Making Process;" "Cultural Ecology and a School System;" and "The Symbolic Place of Time in a Small School District." (Author/IA)

**ED 109 105** SP 009 354

Rowe, John R. And Others

Student Learning of Personal Behavior in the "Meeting Modern Problems" Curriculum.

Pub Date Jul 75

Note—14p.

**EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE**

Descriptors—\*Behavior Change, Comparative Analysis, Conventional Instruction, Elementary Education, \*Experimental Programs, Problems, \*Program Evaluation, \*Student Improvement

The "Curriculum for Meeting Modern Problems" was tested by the Project Evaluator in 36 Classrooms in 10 communities within the State of Ohio. Two areas of investigation were established. The first area was conceived as follows: Do students who are subjected to the experimental treatment learn to apply their knowledge about behavior and constructive methods of resolving problems in their everyday living? The following conclusions were reached: (a) through cognitive testing, it was concluded that students exposed to the curriculum are able to examine behavior in search of appropriate causation, alternatives, and long and short term consequences; (b) through attitude testing, the conclusion was reached that although the experimental students gained slightly more in self concept attitude, the differences were inconsequen-

tial; (c) behavioral testing established that both experimental and control students gained in positive behavior during the study period. The second area of investigation was conceived as follows: Will the experimental treatment affect teachers in such a manner that they move toward a more indirect, student centered value position? The following conclusion was reached: teacher pre- and post-testing established that experimental group teachers gained significantly in student centered attitudes in relationship to control group teachers. (JA)

**ED 109 106**

SP 009 355

Alley, Robert

Simulation as an Inservice Technique in the Integration Process.

Pub Date [74]

Note—15p.

**EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE**

Descriptors—\*Changing Attitudes, \*Inservice Teacher Education, Problem Solving, \*Racial Integration, Role Playing, School Integration, \*Simulation, Student Attitudes, \*Teacher Attitudes, Teacher Influence

Public schools have both a legal and a moral obligation to be involved in the process of integration. It is assumed that changes in teacher attitudes affect changes in student attitudes; an inservice program which assists teachers in changing their attitudes toward integration is, therefore, important. Certain hypotheses may be stated concerning the advantages of simulation in inservice programs. The most important is that transfer of learning occurs. Other advantages include (a) the establishment of a "danger-free environment," which allows the teacher to make a mistake without doing irreparable harm to the students' learning; (b) the ability to rerun situations and thus try different solutions to solve the problem under study; (c) emotional involvement of the participant; (d) the ability to reproduce problems which are not reproducible at will in a real life situation; (e) the ability to design the simulation experience around the problems of most concern to the learner; and (f) the opportunity to deal with problems which may not be faced with any regularity in a real life situation but which do occur. Some available simulations are (a) those developed at the University of Tennessee for Valley Brook Elementary School and Lakemont High School, (b) Cruickshank's Inner-City Simulation Laboratory, and (c) a simulation called "Confrontation" developed by the Far West Regional Education Laboratory. (PB)

**ED 109 107**

95

SP 009 356

Bush, Robert N.

A Special School for Teacher Education? Occasional Paper No. 4.

Stanford Univ., Calif. Stanford Center for Research and Development in Teaching.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date Jun 75

Note—10p.

**EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE**

Descriptors—\*Educational Change, Educational History, \*Futures (of Society), Interinstitutional Cooperation, Teacher Centers, \*Teacher Education

Identifiers—\*Portal Schools

This paper begins by reviewing federal intervention in both education in general and in teacher education during the last ten years. Shifts in schools and education during this period are described including: (a) taking students and education more into the community, (b) a greater attention to career education, (c) the functioning of teaching as a team effort, and (d) the evolution of a school and society that emphasizes competence. The paper presents as one of the most exciting developments of recent years the "Portal School," which in its advanced form could be transformed into a "Special School for Teacher Education." Some of the characteristics of this possible new unit in teacher education are listed as follows: (a) its locale is an individual school that is part of a local school system; (b) its participation as a special teacher education school is voluntary; (c) it is designated a special school for a limited period of time after which the designation will pass onto another school system; (d) the partners of this special school include the school system, the local community, one of more institu-

tions of higher education, members of the profession who are in local, state, and national professional associations, educational R&D institutions, and state and federal government; (e) the trainees in these schools will consist of both "neophyte" and "advanced" trainees; (f) the school will be oriented toward problem solving and inquiry and have a strong research and development orientation and capability. (JA)

**ED 109 108**

SP 009 357

Turner, Mary Ann

League Constitution and Bylaws for Girls' Interscholastic Programs (Suggested Guide).

American Alliance for Health, Physical Education, and Recreation, Washington, D.C. National Association for Girls and Women in Sport.

Pub Date 75

Note—61p.

Available from—American Alliance for Health, Physical Education, and Recreation, Publications-Sales, 1201 Sixteenth Street, N.W., Washington, D.C. 20036

**EDRS Price MF-\$0.76 PLUS POSTAGE. HC Not Available from EDRS.**

Descriptors—Archery, \*Athletic Programs, Athletics, \*Guidelines, Physical Education, Swimming, Tennis, \*Womens Athletics

This guide was developed to assist with the problems of organization and administration of girls' interscholastic sports programs. Guidelines are presented for the following: (a) a statement of basic principles, (b) a constitution, (c) league bylaws, (d) operating codes, (e) conduct of contests, (f) archery, (g) badminton, (h) basketball, (i) bowling, (j) fencing, (k) field hockey, (l) golf, (m) gymnastics, (n) softball, (o) swimming and diving, (p) tennis, (q) track and field, and (r) volleyball. An appendix consisting of emergency information and procedures, and sample forms for consent for treatment and classroom rosters are included. (JS)

**ED 109 109**

95

SP 009 358

Dickson, George E., Ed.

Research and Evaluation in Operational Competency-Based Teacher Education Programs.

Toledo Univ., Ohio. Coll. of Education.

Spons Agency—National Center for Improvement of Educational Systems (DHEW/OE), Washington, D. C.; National Consortium of Competency Based Education Centers, Toledo, Ohio; Office of Education (DHEW), Washington, D. C. Teacher Corps.

Pub Date 75

Note—127p.

Journal Cit—Educational Comment; n1 1975

**EDRS Price MF-\$0.76 HC-\$6.97 PLUS POSTAGE**

Descriptors—Computer Programs, \*Educational Research, Effective Teaching, Models, \*Performance Based Teacher Education, Research, State Programs, Teacher Centers

This is a collection of papers presented at a 1974 conference on research and evaluation in operational competency-based teacher education (CBTE) programs. Two conceptual models for research and evaluation of CBTE activities were presented at the conference and the presentations of these models are the first two chapters of this collection: "A Comprehensive Medley-Soar Toledo Model for Research in Teacher Education" and "The Oregon College of Education—Teaching Research Division Paradigm for Research on Teacher Preparation." Four papers on support systems which must be involved in research and evaluation in CBTE follow: "A Computer Management System for Performance Based Curriculum (Comspec);" "Field-Based Support Systems for Research and Evaluation;" "From Rock Through Melon to Mush: The Place of the Teaching Center in Research and Evaluation;" and "Support Systems to In-Service CBTE Personnel, On Campus and Off Campus." The next paper is a discussion of the comprehensive research and evaluation model developed at the University of Toledo which is being used to evaluate the university CBTE program at both elementary and secondary teacher education levels. The final paper is a "Proposal for a Consortium of States to Develop a National Program to Improve Teaching Effectiveness." (Author/JA)

# 196 Document Resumes

ED 109 110 95 SP 009 359

Steinmetz, Andres Siegel, Jane  
Evaluating the Teacher Center Pilots: The Third Annual Report, 1974-1975. Volume 1, Summary.

Virginia Univ., Charlottesville. Evaluation Research Center.

Spons Agency—Office of Education (DHEW), Washington, D.C.  
Pub Date 31 Jul 75

Note—115p.; For related documents, see SP 009 360-362

EDRS Price MF-\$0.76 HC-\$5.70 PLUS POSTAGE

Descriptors—Curriculum Development, Definitions, Educational Administration, Educational Trends, \*Evaluation, Interinstitutional Cooperation, Program Descriptions, \*Teacher Centers, \*Teacher Education

Through an overview of three teacher centers, this report attempts to characterize what a teacher center is, does, and how it can be organized. The centers included in this report are the following: (a) the Bay Area Learning Center (BALC), California; (b) the Rhode Island Teacher Center (RITC); and (c) the Texas Center for the Improvement of Educational Systems (TCIES). Part 1 traces the evolution of the three pilot teacher centers, describes center activities, and generalizes teacher center functions. Part 2 contrasts certain functions of each pilot, and comments on some of the results and successes as well as some of the problems surrounding their origins. The appendix gives an overview of (a) the first eighteen months of BALC and RITC, (b) the first two years of TCIES, and (c) the impact and status of selected project components in 1973-74 and 1974-75. These histories of the three pilots present events thought significant to the teacher center functions and are pertinent to the following topics: (a) the federal role or posture in the program, (b) program planning and the institutionalization of change, and (c) parity. (JS)

ED 109 111 95 SP 009 360

Covert, Robert W.  
Evaluating the Teacher Center Pilots: The Third Annual Report, 1974-1975. Volume 2, Bay Area Learning Center.

Virginia Univ., Charlottesville. Evaluation Research Center.

Spons Agency—Office of Education (DHEW), Washington, D.C.  
Pub Date 31 Jul 75

Note—154p.; For related documents, see SP 009 359-362

EDRS Price MF-\$0.76 HC-\$8.24 PLUS POSTAGE

Descriptors—Cooperative Planning, \*Evaluation, Interinstitutional Cooperation, \*Program Evaluation, Regional Cooperation, \*Surveys, \*Teacher Centers, \*Teacher Education

Identifiers—\*Bay Area Learning Center, California

This three-part report provides an analysis of the California Bay Area Learning Center (BALC). Part 1 provides (a) a network design to illustrate the major project components and their interrelationships, (b) a series of component descriptions listing the primary resources and project activities, and (c) a list of project objectives. Part 2 examines the survey conducted to determine the impact of the project. This section discusses the purpose of the survey, explains the types of information that were sought and how the data were gathered, and summarizes the survey results. Part 3 contains a general discussion of the results of the survey, and applies them to the following project objectives: (a) interdistrict participation on a regular basis by staff members in as many BALC activities as desired at either of the staff development centers; and (b) the union and involvement of parents, classroom teachers, and supportive district staff in program development in order to meet the needs of individual districts, schools, and pupils. This section also discusses the impact of the Student and Teacher Access to Resources and Training Center (START). The following two appendices dealing with BALC and START are attached: (a) 1975 impact survey instruments, and (b) tables of computer data. (JS)

ED 109 112 95 SP 009 361

Covert, Robert W.  
Evaluating the Teacher Center Pilots: The Third Annual Report, 1974-1975. Volume 3, Rhode Island Teacher Center.

Virginia Univ., Charlottesville. Evaluation Research Center.

Spons Agency—Office of Education (DHEW), Washington, D.C.  
Pub Date 31 Jul 75

Note—160p.; For related documents, see SP 009 359-362

EDRS Price MF-\$0.76 HC-\$8.24 PLUS POSTAGE

Descriptors—Cooperative Planning, Evaluation, Inservice Teacher Education, Interinstitutional Cooperation, \*Program Evaluation, \*Surveys, \*Teacher Centers, \*Teacher Education

Identifiers—\*Rhode Island Teacher Center, RITC

This four-part report provides an analysis of the Rhode Island Teacher Center (RITC) pilot program during the fiscal year 1975. Part 1 discusses the Center's major function, objectives, and relationship to the Bureau of Technical Assistance within the Rhode Island State Department of Education. Part 2 examines the survey of teachers and administrators of selected school districts conducted to determine the impact of the project. This section discusses the purposes of the survey, explains the types of information that were sought, and how the data were gathered. Part 3 summarizes the survey results. Part 4 reviews the survey results and applies them to the following 11 project objectives: (a) establish learner objectives and measure performance with regard to these objectives, (b) increase staff development in local education agencies, (c) increase amount of field-based inservice training for teachers, (d) increase cooperative planning between institutions of higher education and local education agent staffs, (e) increase cooperative planning between institutions of higher education and state department staffs, (f) increase the number of new programs and practices in local schools, (g) reallocate budgeted resources, (h) increase out-of-district funding, (i) increase indices of student performance, (j) increase number of clients using individualized instruction, and (k) establish a problem-solving capacity in local education agencies. Also attached are the following appendices: (a) survey instruments, (b) computer data tables for survey, and (c) tables of 'open-ended' responses. (Author/JS)

ED 109 113 95 SP 009 362

Steinmetz, Andres And Others  
Evaluating the Teacher Center Pilots: The Third Annual Report, 1974-1975. Volume 4, The Texas Center for the Improvement of Educational Systems.

Virginia Univ., Charlottesville. Evaluation Research Center.

Spons Agency—Office of Education (DHEW), Washington, D.C.  
Pub Date 31 Jul 75

Note—163p.; For related documents, see SP 009 359-361

EDRS Price MF-\$0.76 HC-\$8.24 PLUS POSTAGE

Descriptors—Cooperative Planning, Educational Administration, \*Interinstitutional Cooperation, Program Descriptions, Surveys, \*Teacher Centers, \*Teacher Education

This three-part report evaluates the progress of the Texas Center for the Improvement of Educational Systems (TCIES), and examines the nature and extent of collaboration at each of five Local Cooperative Teacher Education Centers (LCTECs) in Texas. Part 1 discusses the development and operation of the Texas Center from July 1971 through December 1974. Part 2 focuses on collaboration at the following LCTEC sites: San Antonio, Dallas, West Texas, Houston, and Fort Worth. This section includes descriptions of the centers and survey procedures. Part 3 presents the findings of the study. A set of topics on collaborative activities is presented and each LCTEC is discussed separately in relation to that subject. Topics include the following: (a) goals; (b) bylaws and organizational structure; (c) meetings: number, attendance and purpose; (d) executive resources and roles; (e) funds; (f) physical facilities; (g) selection, tenure, orientation, and resources of members; (h) roles of partners; (i) activities; (j) leadership; (k) linkages; (l) effects; (m) summary and implications based on

LCTEC site interviews; (n) additional insights based on interviews with TCIES Executive Committee members; and (o) general remarks. (JS)

ED 109 114 SP 009 363

Phillips, Joel L.  
A Cocaine Bibliography—Nonannotated. National Institute on Drug Abuse, Research Issues Series No. 8.

National Inst. on Drug Abuse (DHEW/PHS), Rockville, Md.  
Report No.—DHEW-ADM-75-203

Pub Date Nov 74  
Note—137p.

Available from—Wynne Associates, 3804 Legation Street, N.W., Washington, D.C. (No price quoted)

EDRS Price MF-\$0.76 HC-\$6.97 PLUS POSTAGE

Descriptors—\*Bibliographies, \*Drug Abuse, \*Drug Addiction, Drug Legislation, Federal Legislation, \*Narcotics

Identifiers—\*Cocaine

This bibliography includes over 1800 references from the scientific and popular literature on the sociopsychological, biomedical, political, and economic aspects of cocaine and coca, from 1585 to the present. The bibliography is subdivided into the following four sections: (a) newspaper stories and articles from the popular literature; (b) books on cocaine and coca; (c) documents, pamphlets, and government publications; and (d) scientific and technical journal articles. The appendix provides several breakdowns of the items in the bibliography, by format, general content, language of original publication, and year of publication. (JS)

ED 109 115 SP 009 365

Haynes, B. T.  
Performance Based Teacher Education in the United States of America: A Report of the Claremont Teachers College Board.

Pub Date Sep 74  
Note—82p.; Not available in hard copy due to marginal legibility

EDRS Price MF-\$0.76 PLUS POSTAGE. HC Not Available from EDRS.

Descriptors—Definitions, Literature Reviews, \*Performance Based Teacher Education, \*Performance Criteria, \*Problems

This report on performance based teacher education (PBTE) begins with a consideration of the problem of a definition of PBTE since uncertainty and confusion have tended to result from a lack of clarity about what PBTE really is. In Chapter 2, the background of PBTE is surveyed and the intellectual, educational and political factors influencing the development of PBTE are identified. The main impetus to the PBTE movement, the 1968 Elementary Teacher Education Models, is examined in Chapter 3 to indicate the main features which are common to PBTE programs and which are specified in some details in the models. Chapter 4 presents the main features of the controversy over PBTE. The development of a list of teacher competencies, together with a means of evaluating the performance of students in teacher education programs in order to provide continuous feedback to students and administrators, is identified as the central feature of PBTE. The following are noted as factors that have led to the conclusion that PBTE should not be implemented at Claremont Teachers College: (a) the failure to produce either an adequate list of teacher competencies or an adequate means to measure such competencies as are identified, and (b) the lack of a well-developed theory which may give rise to expectations that research may succeed in producing an adequate list of competencies or an adequate evaluative instrument. (Author/JA)

ED 109 116 SP 009 367

Mann, Dale  
The Politics of Staff Development.

Pub Date 31 Mar 75  
Note—38p.; Paper prepared for the Annual Conference of the American Educational Research Association (Washington, D.C., March 31, 1975)

EDRS Price MF-\$0.76 HC-\$1.95 PLUS POSTAGE

Descriptors—Behavior Change, \*Change Agents, \*Change Strategies, \*Educational Change, Elementary Secondary Education, Instructional Staff, \*Program Evaluation, Staff Improvement, Teacher Behavior, \*Teacher Improvement

This report presents the methodology and some of the results from part of an on-going Rand Corporation study of change agent programs sponsored by the U.S. Office of Education. It concentrates on staff development as a vehicle for change in schools. After a brief introduction, the methodology of the study is presented. The third section examines the initiation of various projects. Section four concerns implementation and is divided into (a) project characteristics, and (b) organizational and personal characteristics. Section five deals with the impact and effect of the school on the project. The sixth section discusses the evidence of short-term behavioral change which could be attributed to the projects. The last two sections discuss the longer term outcomes which these projects may have—section seven focuses on what characteristics of the project were likely to be continued after the end of federal support, and section eight concentrates on whether the project was disseminated to other schools or districts. (PB)

ED 109 117 SP 009 369

The International Congress of the International Council on Health, Physical Education, and Recreation (13th, Sydney, Australia, July 30-August 3, 1970).

International Council on Health, Physical Education, and Recreation, Washington, D.C.

Report No.—ICHPER-13

Pub Date 71

Note—190p.; For related documents, see SP 009 371 and 372

Available from—NEA Publications-Sales, 1201 Sixteenth Street, N.W., Washington, D.C. 20036 (\$2.50)

EDRS Price MF-\$0.76 PLUS POSTAGE. HC Not Available from EDRS.

Descriptors—Health Education, Kinesthetic Perception, Motor Development, Physical Activities, \*Physical Education, Physical Education Facilities, \*Recreation, Research, Womens Athletics

The theme of the 1970 Congress of the International Council on Health, Physical Education, and Recreation (ICHPER), where the papers in this collection originated, was "New Endeavors in Health, Physical Education and Recreation." After the opening and the presidential address, there are three papers listed under the heading "General": "How Standard is your Deviation?" "The Need to Popularize Physical Activities;" and "Physical Education—Tool or Toy?" Under the heading "Facilities" is the paper "The Development of Sports Facilities and their Equipment." The next section, "Research," includes papers on kinesiology, personality and perceptual factors in motor performance, gross motor skills to predict and avert reading failure, physical education for women, and the application of physical education research results to practice. The next section is devoted to papers from the "Eighteenth Conference of the Australian Physical Education Association." The remaining headings for groups of papers are as follows: "Recreation and Outdoor Education;" "Innovative Experiences;" "Health Education Seminar;" "Australian Sports Medicine Federation Abstracts;" and "Looking Ahead." The collection concludes with the closing address of the Congress and 1970 ICHPER Resolutions. (JA)

ED 109 118 SP 009 370

Physical Education and Games in the Curriculum. ICHPER Questionnaire Report, Part I.

International Council on Health, Physical Education, and Recreation, Washington, D.C.

Pub Date 62

Note—53p.; For related document, see SP 009 368

Available from—American Alliance for Health, Physical Education, and Recreation, Publications-Sales, 1201 Sixteenth Street, N.W., Washington, D.C. 20036 (\$2.00)

EDRS Price MF-\$0.76 PLUS POSTAGE. HC Not Available from EDRS.

Descriptors—Class Organization, \*Curriculum, Elementary Secondary Education, \*Foreign Countries, \*Physical Activities, \*Physical Education, Physical Education Facilities, Primary Education, Questionnaires, Surveys, Time Blocks

This report gives an overview of the organization, scope, and content of the physical education and games program provided for children and youth in the primary, intermediate, and secondary schools of 48 countries. The report is a synthe-

sis of information received in response to questionnaires sent to key individuals in each country. Information is included on the following subjects: (a) class organization, (b) time allotment, (c) content, (d) curriculum, and (e) facilities. This report also discusses, country by country, comments on major objectives or purposes of physical education, problems to be overcome, and significant and promising trends. A sample questionnaire is included. (Author/JS)

ED 109 119 SP 009 371

Sie, Swanpo, Ed. Sie, Mary Windorski, Ed.

Proceedings of the International Congress of the International Council on Health, Physical Education, and Recreation (16th, Sanur/Denpasar, Indonesia, July 29-August 3, 1973).

International Council on Health, Physical Education, and Recreation, Washington, D.C.

Report No.—ICHPER-16

Pub Date 73

Note—207p.; For related documents, see SP 009 369 and 372

Available from—International Council on Health, Physical Education, and Recreation, 1201 Sixteenth Street, N.W., Washington, D.C. 20036 (No price quoted)

EDRS Price MF-\$0.76 PLUS POSTAGE. HC Not Available from EDRS.

Descriptors—Athletics, \*Conference Reports, Educational Research, Educational Trends, \*Foreign Countries, \*Health Education, \*Physical Education, Speeches, Teacher Education

This report contains a selected compilation of the proceedings of the 1973 Congress of the International Council on Health, Physical Education, and Recreation (ICHPER). The report contains opening addresses and a variety of speeches discussing present trends in health, physical education, and recreation throughout the world. A major portion of the document is devoted to speeches on the role of health and physical education in the following countries: (a) The Republic of China, (b) Egypt, (c) Germany, (d) Holland, (e) Hong Kong, (f) Indonesia, (g) Japan, (h) Singapore, (i) Thailand, and (j) U.S.A. Other topics presented include the following: (a) sports for men and women; (b) elementary physical education; (c) professional preparation; (d) research into intensity of physical activities with R.M.R.; (e) a physiological study of badminton as a school activity for girls; (f) the university sports in Japan; and (g) physical fitness data of school children in Denpasar. The last section of the report contains speeches given at the closing session of the Congress. Appendixes include the following: (a) ICHPER resolutions and recommendations; (b) Congress Bylaws; (c) a list of delegates; and (d) a pictorial report of the Congress. (JS)

ED 109 120 SP 009 372

The International Congress of the International Council on Health, Physical Education, and Recreation (9th, Seoul, Korea, July 28-August 2, 1966).

International Council on Health, Physical Education, and Recreation, Washington, D.C.

Pub Date 67

Note—144p.; For related documents, see SP 009 369 and 371

Available from—International Council on Health, Physical Education, and Recreation, 1201 Sixteenth Street, N.W., Washington, D.C. 20036 (\$2.00)

EDRS Price MF-\$0.76 PLUS POSTAGE. HC Not Available from EDRS.

Descriptors—Asian Studies, Conference Reports, \*Educational Planning, Foreign Countries, \*Health, \*Health Education, Nutrition, \*Physical Education, Professional Associations, \*Recreation

The theme of the Ninth Annual International Congress of the International Council on Health, Physical Education, and Recreation (ICHPER), where the papers in this collection originated, was "Educational Planning in Health, Physical Education, and Recreation." After greetings from six distinguished Korean leaders and the Presidential address by Julien Falize, the collection contains the following papers presented at the first two sessions: "Educational Planning in Health, Physical Education, and Recreation;" "The Role of the Professional Organization in Health, Physical Education, and Recreation;" "Accomplishments of Professional Organiza-

tions;" "School and Community Cooperation in Planning Programs in Physical Education and Recreation;" "The Challenge of Time;" and "The Role of Physical Education in International Understanding." The second section of papers are from the third session of the Congress and are devoted to "Physical Education in the Education Programs of Asia." The papers presented discuss the following Asian countries: Korea, the Republic of China, India, Iran, Japan, and the Philippines. There follow two papers grouped under the heading, "Research:" "A Physiologic Basis for Optimum Standards of Exercise in Boys and Girls;" and "Basic Movement Education with Simple Elements in Primary Schools." The final group of papers are from the Congress' Health Education Seminar which was devoted to the theme, "Improving the Health and Nutrition of Children: A Home, School, and Community Responsibility." (JA)

ED 109 121 SP 009 374

Eggett, Wallace V. Moore, John N.

The Development of a Procedure to Encourage Certain Facilitative Behaviors of Classroom Teachers.

Pub Date Feb 73

Note—36p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, February, 1973)

EDRS Price MF-\$0.76 HC-\$1.95 PLUS POSTAGE

Descriptors—Classroom Communication, Classroom Observation Techniques, \*Student Teacher Relationship, \*Teacher Behavior, \*Teacher Improvement, \*Teacher Influence, Video Tape Recordings

The main purpose of this study was to develop a procedure whereby teachers might improve their interpersonal transactions with students. Concomitant purposes were to develop a limited category coding system for easy use by classroom teachers and to develop a classroom observation system for research purposes. Sixteen teachers (three primary, nine intermediate, and four junior/secondary) were provided with a training manual designed to teach the user to discriminate coding categories, to code teacher responses, and to interpret response profiles. Subjects were later asked to videotape and code their classroom interactions. Trained raters provided ratings on eleven sets of pre- and post-tapes for data analysis. Important findings of the study were as follows: (a) scales developed for the measurement of accurate empathy, warmth, and genuineness have demonstrated high reliability when used in a variety of classroom contexts, (b) structured feedback using videotape has proven to be an effective way to change certain facilitative behaviors of classroom teachers, and (c) the size of the student group does not appear to effect measurement or gain. (Authors/JA)

ED 109 122 SP 009 375

Hartung, G. Harley And Others

Effects of Age on Maximal Work Capacity in Women Aged 18-48 Years.

Pub Date Apr 75

Note—8p.; Paper presented at the Annual Convention of the American Alliance for Health, Physical Education, and Recreation (April, 1975)

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—\*Age, \*Age Differences, \*Exercise (Physiology), Females, Heart Rate

Identifiers—\*Work Capacity

Fifty-six healthy nontrained women aged 18 to 48 were tested for maximal work capacity on a bicycle ergometer. The women were divided into three age groups. A continuous step-increment bicycle ergometer work test was administered with the workload starting at 150 kpm (kilometers per minute) and 50 pedal rpm (revolutions per minute). The workload was increased by 150 kpm each minute for three minutes, then increased to either 75 or 150 kpm until exhaustion, depending on individual response. The following measurements were made during or immediately following maximal work: oxygen consumption, heart rate, blood pressure, minute ventilation, and workload. Oxygen pulse and workload at heart rate 150 were determined from measured values, and descriptive statistics were calculated for all variables. The effects of age were examined by comparison of the three groups and with results of similar investigations. Decreases in peak ox-



ygen consumption, maximal heartrate, and maximum workload were found to occur as age increased, but slight increases in heartrate 150 and diastolic blood pressure were noted as age increased. No age-related trends were found in systolic blood pressure, maximal ventilation volume, or oxygen pulse. (Authors/JA)

**ED 109 123** SP 009 376  
Status of Teachers of Physical Education.  
ICHPER International Questionnaire Report  
Part 3, 1967-1968 Revision.

International Council on Health, Physical Education, and Recreation, Washington, D.C.

Pub Date 69  
Note—117p.

Available from—American Alliance for Health, Physical Education, and Recreation, Publications-Sales, 1201 Sixteenth Street, N.W., Washington, D.C. 20036 (\$2.00)

**EDRS Price MF-\$0.76 PLUS POSTAGE. HC Not Available from EDRS.**

Descriptors—Elementary Education, Faculty Promotion, \*Foreign Countries, \*Physical Education, \*Professional Recognition, Questionnaires, Secondary Education, Socioeconomic Status, Surveys, \*Teachers, Teacher Salaries  
Identifiers—\*ICHPER International Questionnaire

This study summarizes information obtained from a survey of 82 countries on the status of teachers of physical education in the primary, intermediate, and secondary schools. Information requested was by its nature more dependent upon professional and personal judgments than upon facts and figures. The survey instrument gathered data in the following topical areas: (a) professional status, (b) economic status, (c) national recognition, and (d) professional physical education organization participation. Also included in the survey were several general statements which sought information relating to improvements in the status of the profession of health, physical education, and recreation during the past three years. The study is divided into sections for each of the designated topical areas; for each section a summary of each country's response to the survey is given. A sample questionnaire is also included. (JS)

**ED 109 124** SP 009 377  
An International Report. UNESCO-ICHPER  
Study in Educational Planning for Physical Education, Health and Recreation for School Age Youth In and Out of School. Pilot Project in Chile.

International Council on Health, Physical Education, and Recreation, Washington, D.C.

Pub Date Dec 69  
Note—138p.

Available from—NEA Publications-Sales, 1201 Sixteenth Street, N.W., Washington, D.C. 20036 (\$2.50)

**EDRS Price MF-\$0.76 PLUS POSTAGE. HC Not Available from EDRS.**

Descriptors—\*Children, Curriculum, Educational Needs, Educational Objectives, Educational Planning, \*Foreign Countries, \*Health, \*Physical Education, Projects, \*Recreational Activities  
Identifiers—\*Chile

This report on a joint United Nations Educational, Scientific and Cultural Organization (UNESCO)-International Council on Health, Physical Education and Recreation (ICHPER) study in Chile reviews (a) how the study was approached in general, (b) its development and application, and (c) how it may serve as a model for similar studies conducted in other countries. After an introduction in the first part, part 2 presents the procedure followed in the study. Part 3 discusses UNESCO projects and the organization's commitment to international education. Part 4 focuses on the study as a pilot project in Chile and includes: background information; summary of findings; and recommendations to administrators and educators in Chile. Part 5 lists general recommendations to UNESCO. Conclusions based on project data indicate that: facilities are often lacking, meager, inadequate, and in need of repair; equipment and supplies are lacking or inadequate; there is a need for more professional persons in physical education, health, and recreation; more coordination is needed in professional education and services; and there is a need for more and better opportunities and experiences in the education process. Appendixes contain:

background information concerning project preparation; a bibliography related to the project; a list of people and organizations in Chile related to the project; a statement of needs; and a follow-up statement in support of the project. (JS)

**ED 109 125** SP 009 378  
Physical Education in the School Curriculum.  
ICHPER International Questionnaire Report  
Part 1, 1967-1968 Revision.

International Council on Health, Physical Education, and Recreation, Washington, D.C.

Pub Date 69  
Note—133p.

Available from—American Alliance for Health, Physical Education, and Recreation, Publications-Sales, 1201 Sixteenth Street, N.W., Washington, D.C. 20036 (\$2.00)

**EDRS Price MF-\$0.76 PLUS POSTAGE. HC Not Available from EDRS.**

Descriptors—\*Athletic Programs, \*Curriculum, Elementary Education, \*Foreign Countries, Physical Activities, \*Physical Education, Physical Education Facilities, Questionnaires, Secondary Education, Surveys

This study gives an overview of the organization, scope, and content of the school physical education programs provided for boys and girls at primary, intermediate, and secondary school levels around the world. Part 1 contains information supplied by respondents in 81 countries on the following points: (a) major objectives of physical education, (b) activities in the physical education program, (c) physical performance examinations, (d) physical education syllabus and textbooks, (e) sports and games program sponsored by the schools outside of school hours, (f) major problems in physical education, and (g) changes, trends, and developments in the physical education curriculum. Part 2 is composed of three charts depicting the information given by the country respondents on (a) provisions for and teaching of physical education, (b) time devoted to physical education and costume requirement, and (c) school and community facilities used in the physical education program. The appendix consists of a compilation of activities provided for children in the physical education programs in 72 countries. (Author/JS)

**ED 109 126** SP 009 379  
Krenkel, Noelle And Others  
Ad Hoc Committee on the Role and Status of Women. AREA Final Report and Recommendations.

American Educational Research Association, Washington, D.C.

Pub Date May 75

Note—217p.; A condensed version of this report appears in Educational Researcher; v4 n9 Oct 1975 and is available from American Educational Research Association, 1126 Sixteenth Street, N.W., Washington, D.C. 20036 (\$1.00)

**EDRS Price MF-\$0.76 HC-\$10.78 PLUS POSTAGE**

Descriptors—Administration, \*Committees, \*Educational Research, \*Educational Researchers, Females, Feminism, \*Sex Role, \*Working Women

This five-part report was prepared by the Ad Hoc Committee on the Role and Status of Women of the American Educational Research Association (AERA). Part 1 presents the committee resolutions recommended for adoption by AERA. Part 2 reports on the participation of women in the educational research community, and includes: a historical survey of women's participation in AERA activities; a demographic survey of the total membership conducted during 1975; and a sample survey of women and men which includes data on their participation in AERA, educational background, employment history, productivity and professional rewards. Part 3 presents the results of surveys of institutions of higher education and research and development organizations. Part 4 examines policies regarding other professional organizations with regard to the role and status of women. Policies examined included: (a) official statements; (b) affirmative action plans; (c) staff time devoted to women's issues; and (d) standing committees, reports, and so on. Part 5 examines the role that AERA might play in the development of affirmative action plans for the educational research community. (Author/JS)

**ED 109 127** SP 009 380

Martin, Stephen L.

A Comparison of Injuries between Flag and Touch Football.

Pub Date 75

Note—11p.

**EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE**

Descriptors—\*Athletes, \*Athletics, \*Injuries, \*Intramural Athletic Programs, Physical Education, Safety

Identifiers—\*Football

This study was designed to determine whether fewer and less serious injuries result from participation in touch football as compared with flag football. A survey was taken of 30 flag football games and 30 touch football games and the incidence of injuries was recorded on a checklist. Results of the survey suggest the following: (a) intramural or other programs sponsoring flag football leagues should investigate the possibility of reducing injury rates by playing touch football; (b) since linemen are the major injury victims, rules concerning contact at or near the line of scrimmage should be closely evaluated by program administrators and strictly enforced by game officials; and (c) players playing on nylon artificial fields should be strongly encouraged or required to wear long pants and long sleeve shirts or elbow and knee pads to reduce abrasions. (JS)

**ED 109 128** SP 009 385

Olsen, Hans C.

Cooperative Approaches to Teacher Education: The State of the Art.

Pub Date Aug 75

Note—5p.; Paper presented at the Summer Workshop of the Association of Teacher Educators (Lincoln, Nebraska, August 1975)

**EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE**

Descriptors—Colleges, \*Interagency Cooperation, \*Interschool Cooperation, Preservice Education, Public School Systems, Teachers Centers, \*Teacher Education, Teacher Interns

This paper begins with a historical survey of cooperative arrangements in teacher education. It explains how the trend toward joint ventures in teacher education began in the late 1950s and early 1960s, and how, since 1968, a variety of arrangements have been developed to accommodate the need to work together. Partnership is defined as regularized collaboration wherein schools and colleges, with related institutions, agencies, and organizations, are professional equals and are jointly responsible and accountable for educating teachers. Eight elements in the rationale for cooperation and partnership are listed and the following five common forms of partnership are described: (a) internship, (b) clinical teaching center, (c) professional development center, (d) regional council, and (e) state level partnerships. Promising developments in the area of cooperation and partnership are also listed. (PB)

**ED 109 129** SP 009 386

Dewell, John

Teacher Preparation Consortia: The Theoretical Base.

Pub Date 4 Aug 75

Note—5p.; Paper presented at the Summer Workshop of the Association of Teacher Educators (August 4, 1975)

**EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE**

Descriptors—College Role, Colleges, Inservice Teacher Education, \*Interagency Cooperation, \*Interschool Cooperation, Preservice Education, Public School Systems, School Role, \*Teacher Education

For many years most colleges of education and the majority of school systems have held the belief that the preparation of teachers has been the responsibility of teachers colleges. However, we can no longer afford the belief that it is the sole prerogative of the university to prepare teachers. Both universities and schools must see each other as teacher educators. One approach to assuming this new role and responsibility for the education of teachers will be through the development of a consortium approach. Among the most significant aspects of the philosophical basis for a consortium approach are the following: (a) parity through shared decision making in regard to the development and implementation of teacher edu-

cation programs; (b) total integration of campus and field experiences in teacher education; (c) integration of teacher education programs at the preservice and inservice level; and (d) jointly appointed leadership through a coordinator who serves as a catalyst between the partners in the consortium. (PB)

**ED 109 130** 95 SP 009 387

Blewett, Evelyn J., Ed.  
**Elementary Teacher Training Models.**  
Office of Education (DHEW), Washington, D.C.  
Bureau of Research.

Report No.—OE-58033

Pub Date Sep 69

Note—71p.

**EDRS Price MF-\$0.76 HC-\$3.32 PLUS POSTAGE**

Descriptors—Educational Innovation, \*Elementary Education, \*Models, \*Program Descriptions, \*Teacher Education, Teacher Educators, Universities

This collection of articles contains descriptions of nine elementary teacher training program models conducted at universities throughout the United States. The articles include the following: (a) "The University of Toledo Model Program," by George E. Dickson; (b) "The Florida State University Model Program," by G. Wesley Sowards; (c) "The University of Massachusetts Model Program," by Dwight W. Allen and James M. Cooper; (d) "The Michigan State Model Program," by John E. Ivey, Jr., and W. Robert Houston; (e) "Northwest Regional Educational Laboratory Program," by H. Del Schalock; (f) "The University of Pittsburgh Model Program," by Charles J. Gorman; (g) "The Syracuse University Model Program," by John B. Hough; (h) "COLUMBIA University Model Program," by Bruce Joyce; and (i) "The University of Georgia Model Program," by Charles E. Johnson, Gilbert F. Shearon, and A. John Stauffer. Also included in the document is an introduction by Glenn C. Boerrigter concerning U.S. Office of Education funding and development of the model programs; and "Educational Personnel Development: What's Ahead?" by Dean Corrigan. (JS)

**ED 109 131** SP 009 393

Meylink, Willa D.  
**Opinion of AIAW Coaches toward the Use of Selected Ergogenic Aids.**

Pub Date 75

Note—18p.; Paper presented at the Annual Convention of the American Alliance for Health, Physical Education, and Recreation (1975)

**EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE**

Descriptors—\*Athletes, \*Athletic Coaches, \*Opinions, \*Physical Fitness, Sedatives, Stimulants, \*Women's Athletics

Identifiers—\*Ergogenic Aids

The purpose of this survey was to determine the attitude of Association for Intercollegiate Athletics for Women (AIAW) coaches toward the use of selected ergogenic aids by women intercollegiate athletes. Questionnaires were sent to coaches of certain AIAW National and/or Regional Tournament teams. The general opinion items indicated that the majority of the population felt that outside sources to improve physical performance should be considered unethical because their use changes the nature of athletic competition. The term "outside sources" included all ergogenic aids but not pre-game taping or massage. There was also a sharp decrease in the number of respondents who considered it unethical to use ergogenic aids to assist recovery after athletic performance was completed. Specific questions concerned with the following five ergogenic aids: (a) amphetamines, (b) sedatives, (c) androgenic-anabolic steroids, (d) local anesthetics, and (e) oral contraceptives. Extensive use was made of the "no opinion" response to these questions, indicating a lack of knowledge concerning the effects of these ergogenic aids. (PB)

**ED 109 132** SP 009 396

Kleinman, Seymour  
**Notes on the Disestablishment of Pedagogy or Who Needs Research in Teacher Education Anyway?**

Pub Date Mar 75

Note—7p.; Paper presented at the National Convention of the American Alliance for Health, Physical Education, and Recreation (Atlantic City, New Jersey, March 1975)

**EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE**

Descriptors—\*Educational Research, Effective Teaching, \*Teacher Education, \*Teachers, Teaching, Teaching Quality, \*Teaching Skills

This paper argues that good teaching is an intrinsic talent rather than a learned skill, and that the teaching act is an artistic expression. Thus, the thrust of research in teacher education becomes a fruitless exercise. Efforts in professional preparation should be directed toward the discovery and revelation of the talented rather than adopting the position that individuals can be molded into good teachers. Present research efforts appear to be based on the manipulation of subjects and environments in order to produce "desired" responses. Therefore, all that follows when such practices are adopted is suspect. (Author/JS)

**ED 109 133** SP 009 399

Wickkiser, John D. Kelly, John M.  
**The Body Composition of a College Football Team.**

Pub Date 75

Note—16p.

**EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE**

Descriptors—\*Athletes, \*Athletics, \*Body Weight, College Students, Human Body, \*Males, Muscular Strength, \*Physical Characteristics, Physical Development, Physical Education

Identifiers—\*Body Composition, Football

This study focuses on the body composition and anthropometric measurements of 65 college football players. Body composition was determined by underwater weighing with an accurate assessment of residual volume. The anthropometric measurements included height, weight, seven skinfolds, waist circumference, and wrist diameter. A step-wise multiple regression analysis of the data indicated that body density and body fat could be predicted from anthropometric measurements. A multiple correlation of .96 was found between body density and the following three independent variables: (a) waist circumference, (b) triceps skinfold, and (c) height. The team data were divided into five categories by position. When subjected to analysis of variance, significant differences at the .01 level suggested that at least two separate groups, backs and linemen, be used in future body composition studies of football teams. The estimated optimal playing weights of each player were determined by densitometry, and each player and the coach estimated their optimal weights through personal experience. It was found that the players and the coach estimated the players optimal mean weight to be six and nine pounds heavier, respectively, than the densitometric analysis indicated as optimal. (Author/JS)

**ED 109 134** SP 009 400

Ness, R. Gary

**A Comparative Study of the Perceived Stress of Springboard Diving by Age and Sex Groups.**

Pub Date 26 May 75

Note—22p.; Study conducted in partial fulfillment of the requirements for a Doctor of Philosophy degree at Stanford University

**EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE**

Descriptors—\*Age Groups, Females, Males, \*Psychological Patterns, \*Stress Variables, \*Swimming

Identifiers—\*Diving

Three measures—physiological, behavioral, and phenomenological in nature—were used to register inexperienced springboard divers' perceptions of stress when faced with the execution of a forward dive from three standard heights, pool deck, one-meter and three-meter springboards. Forty-eight subjects were divided into four groups representing girls, boys, men, and women. Six possible sequences of dives were counterbalanced so that two subjects from each group were randomly assigned to each sequence. Results showed dramatic increases in stress response for all subjects as the height of the dive attempt increased. The ANOVA test for differences in stress response according to sequence of attempts showed no significant differences. Female subjects showed significantly greater stress responses for all three measures. Although younger subjects showed longer hesitation latencies, the differences were not significant. High correlations between performance and phenomenological

measures bolstered their reliability as measures of stress. Results suggest a reconsideration of coeducational diving instruction for beginners. (Author/JS)

**ED 109 135** SP 009 401

Scott, Phebe M.

**Tenure and the Coach.**

Pub Date 75

Note—8p.

**EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE**

Descriptors—\*Athletic Coaches, \*Athletics, \*College Faculty, Colleges, Higher Education, \*Intercollegiate Programs, \*Job Tenure, Physical Education, School Administration, Teachers, Universities

The question of whether a coach should be eligible to obtain tenure is receiving considerable attention throughout the educational community. For many years one of the strongest arguments for the inclusion of athletics in the academic world has been that athletics was an integral part of the physical education instructional program. When education was the major focus of intercollegiate programs, it seemed reasonable that personnel involved in coaching be eligible for tenure. It is however, extremely difficult at present to find an intercollegiate athletic program which can be classified as having educational outcomes as its major focus. Colleges and universities use athletics, instead, to gain publicity and national visibility. This change in the purpose of the athletic program has caused a change in the conduct of the programs and in the responsibilities of coaches. The athletic program has its own budget and its own facilities. Also, decisions regarding athletics do not go through regular academic channels. Usually, the athletic director reports directly to the president of the university or his designee. The evidence seems clear that intercollegiate athletic programs are now conducted as commercial enterprises with entertainment as the major focus of the program. Since tenure is designed for teaching faculty, it appears that coaches should not be eligible for tenure consideration. (JS)

## TM

**ED 109 136** TM 003 485

Meissner, Judith A. And Others

**Disadvantaged Children and Their First School Experiences—ETS-Head Start Longitudinal Study: Preschool Teachers of Disadvantaged Children: Characteristics and Attitudes.**  
Educational Testing Service, Princeton, N.J.  
Spons Agency—Child Development Services Bureau (DHEW/OCD), Washington, D.C. Project Head Start.

Report No.—ETS-PR-73-46

Pub Date Oct 73

Note—127p.; For a related document, see TM 003 486

**EDRS Price MF-\$0.76 HC-\$6.97 PLUS POSTAGE**

Descriptors—Academic Achievement, \*Disadvantaged Youth, Economically Disadvantaged, Language Ability, \*Longitudinal Studies, Preschool Children, Preschool Education, \*Preschool Teachers, Questionnaires, \*Teacher Attitudes, \*Teacher Characteristics, Teacher Influence, Test Results

Identifiers—\*Project Head Start

Research has indicated that teacher age, education, previous training and experience, morale, teaching style and attitudes are related to student achievement. Therefore, this study developed and used an extensive (147-item) questionnaire to collect data on those Head Start and other preschool teachers who were teaching Longitudinal Study target children. Areas of requested information included: demographic characteristics, education and experience, attitudes toward minority-groups and economically disadvantaged children's motivation and learning abilities, and general attitudes about work and supervisors, breadth of interests, and professional orientation. A set of thirty language comprehension items was also included in the questionnaire as an index of teachers' language ability. Teachers' responses to these items are described, and the results of a scale analysis of a set of a priori scales delineated in an attempt to obtain

reduced scores for future analysis are presented. Future reports will attempt to relate these teacher variables to observed teaching style and classroom behaviors and to child cognitive, affective, and social measures. (Author/RC)

**ED 109 137** TM 003 486  
**Teacher Questionnaire [ETS Head Start Longitudinal Study].**

Educational Testing Service, Princeton, N.J.  
 Pub Date 70

Note—24p.; Not available separately; see TM 003 485

**Document Not Available from EDRS**

Descriptors—Disadvantaged Youth, Language Ability, Preschool Education, \*Preschool Teachers, \*Questionnaires, \*Teacher Attitudes, \*Teacher Characteristics

Identifiers—\*Project Head Start

This 147-item questionnaire was used to collect data on those Head Start and other preschool teachers who were teaching Longitudinal Study target children. Areas of requested information included: demographic characteristics, education and experience, attitudes toward minority groups and economically disadvantaged children's motivation and learning abilities, and general attitudes about work and supervisors, breadth of interest, and professional orientation. A set of thirty language comprehension items are also included as an index of teachers' language ability. (RC)

**ED 109 138** TM 004 390

Durost, Walter N., Hodges, Richard B., Jr.

**A Study of Test-Taking Behavior for Two Independent Samples of Pupils at Grade Four with Special Emphasis on Guessing.**

Test Service and Advise Center, Lee, N.H.

Pub Date [Nov 74]

Note—147p.

**EDRS Price MF-\$0.76 HC-\$6.97 PLUS POSTAGE**

Descriptors—Academic Achievement, Achievement Tests, Disadvantaged Youth, Elementary Education, Grade 4, \*Guessing (Tests), Intelligence Tests, Item Analysis, \*Multiple Choice Tests, Response Style (Tests), Scores, Standardized Tests, \*Testing Problems, \*Test Wiseness, \*Timed Tests

Identifiers—Elementary Secondary Education Act Title I, ESEA Title I, \*Measurement of Change, New Hampshire

Data available from the Fall and Spring administration of the Stanford Achievement Test: Intermediate I: Form X and the Otis-Lennon Mental Ability Test for all Title I pupils in the State of New Hampshire plus a random sample for the entire state, made possible the item-by-item comparison of Fall and Spring performance on the same groups of children. Analysis of data was limited to one grade and five tests out of the complete battery. The purpose of the exploratory data analysis was to examine: relative gains by item, proportion of items attempted which were answered correctly, guessing, the prediction of a total score from a time-limited score on the basis of item analysis data available for the State of New Hampshire, and other incidental findings that might provide leads in constructing improved tests, especially for the measurement of Fall and Spring changes in educational achievement and particularly for the disadvantaged pupils as represented by the Title I selection within New Hampshire. Ways are now being sought to guarantee that children will work for the allowed time at the level effective for them, while at the same time predicting their score on an untimed test of "n" items. (Author/BJG)

**ED 109 139** TM 004 516

**Summary of Research Projects 1973-1974 [at Educational Testing Service].**

Educational Testing Service, Princeton, N.J.

Report No.—ETS-R-54

Pub Date Sep 74

Note—202p.; For related documents, see ED 056 074 and 076

**EDRS Price MF-\$0.76 HC-\$10.78 PLUS POSTAGE**

Descriptors—\*Annotated Bibliographies, Career Education, Cognitive Processes, Computer Science, Cultural Factors, Early Childhood Education, \*Educational Research, Elementary Secondary Education, Graduate Study, Higher Education, Human Development, Learning, Measurement Techniques, Personality, Professional Education, Program Evaluation,

Research Methodology, \*Research Reviews (Publications), Social Behavior, Student Evaluation

Identifiers—\*Educational Testing Service

Research projects that have been carried out at Educational Testing Service during the period July 1, 1973 through June 30, 1974 are summarized. The summaries are classified as research on: human development, learning and cognition, personality, social behavior, early and primary education, secondary education, higher education, graduate and professional education, cultural diversity and the disadvantaged, career and vocation, evaluation of educational systems, psychometric theory, methodological research, and computer studies. Summaries of projects carried out in previous years can be found in related documents ED 056 074 and 076. (DEP)

**ED 109 140** TM 004 517

**Head Start/State Preschool Child Development Program Annual Evaluation Report 1972-73. Part 2: Evaluating Ourselves.**

Greater Los Angeles Community Action Agency, Calif.

Spons Agency—California State Dept. of Education, Los Angeles; Office of Child Development (DHEW), Washington, D.C.

Pub Date [73]

Note—218p.; Not available in hard copy due to marginal legibility of original document; For a related document, see TM 004 518

**EDRS Price MF-\$0.76 PLUS POSTAGE. HC Not Available from EDRS.**

Descriptors—Child Development, \*Disadvantaged Youth, \*Evaluation Criteria, Federal Programs, \*Preschool Children, Preschool Education, Preschool Programs, \*Program Evaluation, Program Improvement, Rating Scales, Self Evaluation, \*Standards, Test Construction

Identifiers—\*Project Head Start

It was the contention of the Head Start/State Preschool Program of the Greater Los Angeles Community Action Agency (GLACAA) that a self-evaluation would not be workable or effective unless it was a joint process involving delegate agency staff, parents and central administration staff in all phases. The first phase of the self evaluation process involved the development of evaluation instruments for all components of the Head Start program. Twelve separate components were identified: (1) Education, (2) Bilingual, Bicultural Education, (3) Health, (4) Social Services, (5) Mental Health, (6) Parent Involvement, (7) Facilities, (8) Career Development, (9) Nutrition, (10) Volunteers (other than parents), (11) Delegate Agency Administration, and (12) Central Administration. Staff designated by delegate agencies participated in working committees which defined the performance that they considered as meeting performance standards and the performance that they considered unacceptable. After evaluation instruments were developed, steps were taken to get the evaluation team into the field. Next came the evaluation, reflections on the evaluation experience, analysis of evaluation results, evaluation by component, and acting to improve the program. Appendices on Evaluation Instruments, Tables for the Evaluation Results by Component, and Evaluation Reports for Each Component are included. (BJG)

**ED 109 141** TM 004 518

Nomland, Ella Kube And Others

**Evaluating Ourselves in Head Start.**

California Head Start Directors Association, Los Angeles; Greater Los Angeles Community Action Agency, Calif.

Pub Date 73

Note—82p.; Not available in hard copy due to marginal legibility of original document; For related document, see TM 004 517

**EDRS Price MF-\$0.76 PLUS POSTAGE. HC Not Available from EDRS.**

Descriptors—Administration, Biculturalism, Bilingual Education, Child Development, \*Disadvantaged Youth, \*Federal Programs, Handicapped Children, Health, Mental Health, Nutrition, Parent Participation, \*Preschool Children, Preschool Education, Preschool Programs, Preschool Teachers, \*Program Evaluation, \*Rating Scales, Social Services, Vocational Development, Volunteers

Identifiers—\*Project Head Start

This Head Start evaluation system was developed at the request of the California Head

Start Directors Association. There was a broad-based input in all phases of its development, from Head Start directors, Head Start staff from all components, and Head Start parents. It was extensively field tested in one of the major California Head Start programs. In all, more than 200 people were involved in formulating items, in the pilot study, and in post evaluation sessions. The system includes evaluation schedules for the following twelve components: Education (bilingual, bicultural, handicapped children, facilities), Health, Social Services, Mental Health, Parent Involvement, Training and Career Development, Nutrition, Volunteers (other than parents), and administration. The format is a 4-point rating scale on which the evaluator reacts to a performance standard indicating: performance exceeds the standard; performance meets the standard; performance is somewhat below the standard and needs improvement; and performance is substantially below the standard and needs immediate improvement. Space is provided for comments and recommendations. (Author/RC)

**ED 109 142** TM 004 519

Ellison, Robert L. And Others

**The Measurement of Academic Climate in Elementary Schools.**

Pub Date [73]

Note—14p.; Expanded version of paper presented at the Annual Meeting of the American Psychological Association (81st, Montreal, Canada, 1973)

**EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE**

Descriptors—\*Classroom Environment, \*Classroom Participation, Elementary Education, Elementary School Students, Feedback, Grade 5, Grade 6, Multiple Choice Tests, \*Questionnaires, \*School Attitudes, \*Student Attitudes, Student Participation, Teacher Behavior, Teachers, Test Construction

Identifiers—\*Student Activities Questionnaire

The measurement of academic climate in terms of educational processes and their effect on student outcome measure can make an important contribution to the achievement of educational goals by providing feedback to teachers on their teaching methods, yielding new information concerning student perceptions, identifying staff training needs, and by serving as a program evaluation tool. The Student Activities Questionnaire (SAQ) was constructed to obtain such information by utilizing the consumers of the educational system—the students themselves. This paper reviews the development and rationale of the instrument and the results obtained to date. Academic climate and the effects on students was measured via a behaviorally focused, multiple-choice questionnaire, administered to 654 experimental and control students in the 5th and 6th grades. Eight measures were developed through item analysis techniques to provide academic climate scores, information on specific classroom activities, and student outcome measures. The experimental group significantly exceeded the control group on 7 comparisons. Individual class averages varied from the 20th to beyond the 80th percentile on the various scores, indicating the instrument measured differences in academic climate and could provide valuable feedback for the educational system. (Author/DEP)

**ED 109 143** TM 004 525

Cohen, Monroe D., Ed.

**Testing and Evaluation: New Views.**

Association for Childhood Education International, Washington, D.C.

Pub Date 75

Note—68p.

Available from—Association for Childhood Education International, 3615 Wisconsin Ave., N.W., Washington, D.C. 20016 (\$2.50)

**EDRS Price MF-\$0.76 PLUS POSTAGE. HC Not Available from EDRS.**

Descriptors—Academic Achievement, Classroom Environment, \*Educational Assessment, Educational Environment, Educational Improvement, Elementary Education, \*Evaluation Methods, Intellectual Development, Intelligence Tests, Learning, Participant Satisfaction, \*Student Evaluation, Student Motivation, Student Teacher Relationship, Teacher Attitudes, Teacher Role, Test Construction, \*Testing, Test Reliability, \*Test Validity

The methods and procedures of education in our schools must be reexamined according to the



writers who have contributed to this document. This is most strongly felt in the areas of testing and evaluation for it is these areas that may have the greatest impact on a child's educational career. This document is presented in three sections: (1) An Overview, (2) Testing Problems and Possibilities, and (3) Some Examples of Meaningful Evaluation. Each author has set forth what they see as inadequacies in the evaluation and testing procedures of our educational systems. The role of student and teacher are considered throughout the document. (DEP)

**ED 109 144** TM 004 554  
Fullan, Michael Eastabrook, Glenn

**The Process of Educational Change at the School Level: Deriving Action Implications from Questionnaire Data.**

Pub Date Feb 73

Note—45p.; Paper presented at the Annual Meeting at the American Educational Research Association (February 25-28, 1973)

**EDRS Price MF-\$0.76 HC-\$1.95 PLUS POSTAGE**

**Descriptors**—\*Educational Change, \*Educational Innovation, Elementary Secondary Education, Parent Participation, Parent Role, Parent School Relationship, Parent Student Relationship, Participant Satisfaction, \*Questionnaires, School Environment, Schools, Student Attitudes, Student Participation, Student Role, Student School Relationship, \*Student Teacher Relationship, Teacher Attitudes, Teacher Role, Test Results

**Identifiers**—Canada, Ontario

Despite massive inputs of resources during the last 15 years, and despite numerous "adoptions" of educational innovations, very little significant change has occurred at the school level corresponding to the intended consequences of these innovations. The modal process of change has been characterized by a pattern whereby innovations are developed external to schools and then transmitted to them on a relatively universalistic basis. Instead of innovations being viewed as part of a universe of means, schools are viewed as part of a universe of adopters. This paper is based on a large scale research project involving students, parents, and teachers in 46 Ontario elementary and secondary schools. This study was conducted in order to facilitate students, parents, and teacher understanding of their roles in the educational change process at the school level by gathering, feeding back, and helping to derive action implications of data on the roles and role relationship of these groups and the nature of their involvement in the school. (Author/DEP)

**ED 109 145** TM 004 571  
Crain, William C.

**Political World Interview (Short Version).**

Pub Date 74

Note—12p.; Not available in hard copy due to marginal legibility of original document; For related article, see EJ 105 039

**EDRS Price MF-\$0.76 PLUS POSTAGE. HC Not Available from EDRS.**

**Descriptors**—\*Activism, \*Adolescents, \*Interviews, Manuals, \*Political Attitudes, Politics, \*Questionnaires, Social Attitudes, Student Attitudes, Student Opinion

**Identifiers**—\*Political World Interview

The Political World Interview asks the adolescent to imagine a group of people going to a new island where they must set up laws and a government. The interview then probes their reasoning by raising a series of hypothetical proposals and rules. For example, one item asks if the government should require all people to go to church. Designed to tap the adolescent's reasoning processes, the items deal with issues faced by democracies and governments generally, such as limitations on power, on majority rule, and the need for laws and government. Also included is the Coding Manual with directions for scoring. For a related article, "The Growth of Political Ideas and Their Expression Among Young Activists", Journal of Youth and Adolescence, Vol. 3, No. 2, 1974, see EJ 105 039. (RC)

**ED 109 146** TM 004 575  
Vitaliano, Peter Paul

**Small Sample Comparisons of the Cochran Q and the Minimum X sub one squared Statistics.**

Pub Date [Apr 75]

Note—26p.; Paper presented at the Annual Meeting of the American Educational Research Association (Washington, D.C., March 30-April 3, 1975)

**EDRS Price MF-\$0.76 HC-\$1.95 PLUS POSTAGE**

**Descriptors**—\*Comparative Analysis, Correlation, \*Hypothesis Testing, Matched Groups, \*Non-parametric Statistics, \*Statistical Analysis, \*Tests of Significance

**Identifiers**—\*Chi Square, Cochran Q, Correlated Proportions

The Cochran Q and the Minimum X sub one squared statistics are two ways to test a hypothesis of equivalent correlated proportions. This study investigated the small sample properties of Q and X sub one squared by Monte Carlo methods. The observed distributions were compared for their rates of convergence to the limiting theoretical X sub one squared distribution, and for the degree to which their error rates approximated the nominal error rates. These latter comparisons allowed for idiosyncrasies that exist in the Q test of the correlated proportion hypothesis. Results show that the X sub one squared statistics is more powerful than the Q statistic for testing hypotheses of equivalent correlated proportions. (Author)

**ED 109 147** TM 004 578  
Hofman, Richard J.

**The Data Generalizability of the Orthotran Solution in Factor Analytic Transformation.**

Pub Date [Apr 75]

Note—31p.; Paper presented at the Annual Meeting of American Educational Research Association (Washington, D.C., March 30-April 3, 1975)

**EDRS Price MF-\$0.76 HC-\$1.95 PLUS POSTAGE**

**Descriptors**—\*Data Analysis, \*Factor Analysis, Factor Structure, Matrices, Measurement Techniques, \*Oblique Rotation, Orthogonal Rotation, Statistical Analysis, Transformations (Mathematics), Validity

**Identifiers**—Orthotran Solution

In this paper 12 blind transformation procedures are applied to 18 data sets. The results of the analyses indicate that the orthotran transformation solution is not restricted to particular types of data as are so many other transformation solutions. The evidence presented in this paper strongly suggests that the orthotran solution must be considered as the best blind analytic oblique transformation procedure presently available for general use. That is, the orthotran solution can be used by the average educational researcher without the bothersome consideration of the general nature of the factor matrix to be transformed. (Author)

**ED 109 148** TM 004 588  
Brennan, Robert L. Kane, Michael F.

**The Generalizability of Class Means.**

Pub Date [Apr 75]

Note—54p.; Paper presented at the Annual Meeting of the American Educational Research Association (Washington, D.C., March 30-April 3, 1975)

**EDRS Price MF-\$0.76 HC-\$3.32 PLUS POSTAGE**

**Descriptors**—Analysis of Variance, \*Classes (Groups of Students), Correlation, Error Patterns, Item Analysis, Measurement Techniques, \*Scores, Statistical Analysis, \*Test Interpretation, \*Test Reliability

**Identifiers**—Class Means, \*Generalizability Theory

When classes are the units of analyses, estimates of the reliability of class means are needed. Using classical test theory it is difficult to treat this problem adequately. Generalizability theory, however, provides a natural framework for dealing with the problem. Each of four possible formulas for the generalizability of class means is derived from two points of view. Each of the four generalizability coefficients is shown to be the expected value of a variation on the split-half method for estimating reliability. Finally, the four coefficients are related to estimates of the reliability of class means that have been used previously. (Author)

**ED 109 149** 95 TM 004 590  
Hooper, Frank H. And Others

**A Cross Sectional Investigation of Children's Classificatory Abilities. Technical Report No. 295.**

Wisconsin Univ., Madison. Research and Development Center for Cognitive Learning. Spans Agency—National Inst. of Education (DHEW), Washington, D.C.

Report No.—TR-295

Pub Date Feb 74

Contract—NE-C-00-3-0065

Note—99p.

**EDRS Price MF-\$0.76 HC-\$4.43 PLUS POSTAGE**

**Descriptors**—Children, \*Classification, \*Cognitive Ability, Concept Formation, \*Cross Sectional Studies, \*Elementary Education, Individual Differences, Logical Thinking, Matrices, Object Manipulation, Preschool Education, Statistical Analysis, Task Analysis, \*Task Performance

**Identifiers**—Piagetian Tasks

A series of Piagetian concrete operations period tasks dealing with classificatory concepts was administered to 280 children (40 subjects from each of seven levels—preschool, kindergarten, and first, second, third, fourth, and sixth grades). Significant main effects for age were found for all the tasks. Few significant sex differences were observed. Scaling analyses of the pass/fail patterns indicated a generally reliable (reproducibility coefficients of .91-.93) order of difficulty. Factor analysis of a subset of the tasks indicated that three principal components were necessary to account for 85 percent of the performance variance. Thus, a nonunitary structure was found for the children's performances across the present task array and age range. In general agreement with the original contentions of Inhelder and Piaget, it was concluded that the child's understanding of the logic inherent in class inclusion relationships evolves gradually and is contingent upon the previous mastery of certain less complex classificatory skills. (Author/DEP)

**ED 109 150** TM 004 591  
Basic Skill Performance Trends in Tacoma Compared with Similar Districts.

Tacoma School District 10, Wash.

Pub Date Jan 75

Note—14p.

**EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE**

**Descriptors**—Academic Achievement, \*Achievement Tests, Arithmetic, \*Basic Skills, \*Comparative Analysis, Educational Assessment, Elementary Education, Grade 3, Grade 6, Grade 8, National Norms, Public Schools, Reading Comprehension, Reading Tests, \*School Districts, Scores, Student Evaluation, Testing, \*Test Results

**Identifiers**—\*Tacoma Washington Public School District

Results of nationwide studies show that standardized achievement test scores of public school children have declined since the mid-1960's, after decades of steady improvement. This seems to be true regardless of grade level, subject tested, or geographic area. Comparing Tacoma's performance with that of the nation and school systems like it as a whole gives a general perspective. Sixty-one school systems nationwide were identified as similar to Tacoma in pupil membership (25,000-50,000). From census data, selected demographic characteristics thought to be related to academic performance (such as median family income, education level, etc.) were listed. In response to a request for test information, 22 of the 52 districts provided useable data. These 22 districts were found to be statistically similar to the other 30 and to Tacoma demographically, and thus constituted the comparison districts in this study. Data provided were not consistent from one district to another, but they did allow comparison of Tacoma with varying numbers of the 22 districts for one to four years, 1970-71 through 1973-74, in reading comprehension and arithmetic computation at Grades 3, 6, and 8. Comparisons of interest were (1) relative score levels, and (2) score trends over time. Specific findings are discussed although they should be interpreted with caution. (Author/DEP)

**ED 109 151** TM 004 594  
Follow-Up Study of Los Angeles City 1973 High School Graduates. Report No. 346.

Los Angeles City Schools, Calif. Research and Evaluation Branch.

Report No.—R-346

Pub Date Jan 75

Note—62p.

**EDRS Price MF-\$0.76 HC-\$3.32 PLUS POSTAGE**

**Descriptors**—Career Choice, Comparative Analysis, Ethnic Groups, \*Followup Studies, \*High School Graduates, \*Participant Satisfaction, Personal Interests, \*Questionnaires, Secondary Education, Sex Differences, \*Student Opinion, Surveys

**Identifiers**—Los Angeles Unified School District  
One of a series of follow-up surveys of graduates of the Los Angeles City Schools which began in 1948 and has been followed up in five year intervals, this study reports the post-high school educational and employment experiences of the 1973 graduates and explores their opinions on a number of issues relating to their high school education. Questionnaire forms were mailed to approximately one in three graduates and 39 percent of the selected sample returned the forms representing 13 percent of the entire class. The information in the study is usually presented for the total of all respondents, for the sexes, for five ethnic groups, and for four groups which were derived from the post-high school status of the graduates. The questionnaire used in the survey is included and the results are discussed. (Author/RC)

**ED 109 152** TM 004 595

**Stiles, Richard** And Others  
**Use of the Rasch Model With Content Referenced Tests.**

**Pub Date** [Apr 75]  
**Note**—6p.; Paper presented at the Annual Meeting of the American Educational Research Association (Washington, D.C., March 30-April 3, 1975)

**EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE**

**Descriptors**—\*Achievement Tests, Arithmetic, \*Comparative Analysis, Educational Objectives, Measurement Techniques, Models, \*Norm Referenced Tests, Performance, Reading Tests, \*School Districts, Student Evaluation, \*Testing Problems, Test Reliability  
**Identifiers**—Content Referenced Tests, \*Rasch Model

The purpose of this study was to explore the usefulness of the Rasch test analysis model for providing consistent scale statistics between content-referenced and norm-referenced tests across school districts. A number of content-referenced tests were created to assess student performance relative to basic skills goals identified in reading and mathematics. Performance on these tests was related to performance on norm-referenced tests in two school districts. Based on preliminary analyses, it appears that the Rasch model offers promise for a fully flexible content-referenced test system providing information now available only through the use of norm-referenced tests. (Author)

**ED 109 153** TM 004 596

**Lunneborg, Clifford E.** Lunneborg, Patricia W.  
**Factor Structure of the Vocational Interest Models of Roe and Holland.**

**Washington Univ., Seattle. Educational Assessment Center.**  
**Pub Date** Mar 75  
**Note**—24p.

**EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE**

**Descriptors**—College Students, Correlation, \*Factor Structure, \*Models, Occupational Choice, Orthogonal Rotation, \*Personal Interests, Statistical Analysis, \*Vocational Interests  
**Identifiers**—Vocational Interest Inventory, Vocational Preference Inventory

Analyses of interscale relations in 235 college students for the Vocational Preference Inventory and Vocational Interest Inventory, based on interest models of Holland and Roe respectively, suggest that the two-dimensional, circular configuration of occupations of personality types may be an oversimplification which impedes the understanding of the structure of vocational interests. For both interest models four orthogonal dimensions seem necessary to capture interindividual variability: Social vs. Technical, Organizational vs. Outdoor, Science vs. Business, and Artistic. (Author)

**ED 109 154** TM 004 597

**Lunneborg, Patricia W.**  
**Interest Differentiation in High School and Vocational Indecision in College.**

**Washington Univ., Seattle. Educational Assessment Center.**

**Pub Date** Mar 75  
**Note**—14p.

**EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE**

**Descriptors**—Academic Achievement, \*Career Choice, \*College Students, \*Decision Making, Individual Differences, Interest Research, Occupational Choice, \*Predictor Variables, \*Vocational Interests

Vocational indecision was defined as being both a college upperclass student and having no major. In a sample of 1622 students in college for three years, 24 percent "no majors" were found and compared with majors using pre-college measures of achievement, aptitude, and interest. Measures of interest differentiation were of particular concern. No major status was best predicted from present or past ability measures, e.g., high school mathematics grades and English Usage test scores. Nonacademic predictors slightly augmented the multiple correlation including Outdoor interest, Business Contact interest, and interest differentiation. Most important to vocational indecision in these juniors and seniors, however, was lower intellectual ability. (Author)

**ED 109 155** TM 004 598

**Campbell, Joel T.** And Others  
**An Investigation of Sources of Bias in the Prediction of Job Performance: A Six-Year Study. Final Project Report.**

**Civil Service Commission, Washington, D.C.; Educational Testing Service, Princeton, N.J. Spons Agency**—Ford Foundation, New York, N.Y.

**Report No**—PR-73-37  
**Pub Date** Sep 73  
**Note**—336p.; For a related document, see ED 073 121

Available from—Educational Testing Service, Rosedale Road, Princeton, New Jersey 08540 (\$10.00)

**EDRS Price MF-\$0.76 HC-\$17.13 PLUS POSTAGE**

**Descriptors**—Achievement Rating, Aptitude Tests, Criterion Referenced Tests, Data Analysis, Discriminatory Attitudes (Social), \*Ethnic Groups, Evaluation Criteria, \*Job Analysis, Medical Laboratory Assistants, Minority Groups, Performance Tests, Predictive Validity, Statistical Analysis, \*Task Analysis, \*Task Performance, \*Test Bias, Test Validity

**Identifiers**—Cartographic Technician, Inventory Management Specialist

The fairness of testing practices for selection or promotion of members of different racial and ethnic groups has been questioned. In this study, a search was made of occupations in the Federal Government to find those in various agencies with sufficient ethnic group representation for acceptable sample size, and for which dependable and objective criterion measures might be developed. Research conducted over a six-year period focused on the occupations of Medical Technician, Cartographic Technician, and Inventory Management Specialist. After careful job analyses, aptitude and ability test batteries were selected, several types of criterion measures were developed, and background data and job activities questionnaires were prepared. Data analysis indicated that tests found to be valid for one ethnic group were in general valid for the other ethnic groups included in the study, across occupations. Regression equations developed on majority group data appeared to predict almost equally well for minority groups, and some instances predicted higher criterion scores for minorities. The use of supervisors' ratings as a criterion of job performance in validity studies with ethnic sub-groups was called into question by findings of this study, which disclosed interaction effects ascribed to ethnic group membership of rater and ethnic group membership of ratee. (Author/BJG)

**ED 109 156** 95 TM 004 603

**Watkins, Debra A.** Anderson, Beverly L.  
**The Development of Techniques for Evaluating a School-Community Change Process.**

**Northwest Regional Educational Lab., Portland, Oreg. Spons Agency**—National Inst. of Education (DHEW), Washington, D.C.

**Pub Date** [Apr 75]  
**Note**—43p.; Paper presented at the Annual Meeting of the American Educational Research Association (Washington, D.C., March 30-April 3, 1975)

**EDRS Price MF-\$0.76 HC-\$1.95 PLUS POSTAGE**

**Descriptors**—Change Agents, \*Change Strategies, \*Community Involvement, Community Role, Community Support, Educational Change, Educational Innovation, Elementary Secondary Education, \*Evaluation Methods, \*Formative Evaluation, Rural Education, \*Rural Schools

The authors describe (1) methods for evaluation of a strategy for community involvement in educational problem-solving being developed by a regional laboratory, and (2) initial results obtained in several schools and communities in western states. Critical elements of the strategy include outside change agents and representative school-community groups. Observational techniques, interviews, questionnaires, event logs, and historical records were used in the evaluation. Evaluation methods indicated whether the important strategy elements occurred and gave preliminary indications of the degree to which strategy objectives were attained. Increasing community involvement efforts make it incumbent upon evaluators to develop appropriate techniques for assessing their success. (Author)

**ED 109 157** 95 TM 004 604

**Manning, Brad A.**  
**The "Trouble Shooting" Checklists Revisited: The Development of New Innovation-Free Checklists to Measure Change Potential in Higher Educational and School-Based Settings.**

**Texas Univ., Austin. Research and Development Center for Teacher Education. Spons Agency**—National Inst. of Education (DHEW), Washington, D.C.

**Pub Date** [Apr 75]  
**Contract**—NIE-C-74-0087  
**Note**—51p.; Paper presented at the Annual Meeting of the American Educational Research Association (Washington, D.C., March 30-April 3, 1975)

**EDRS Price MF-\$0.76 HC-\$3.32 PLUS POSTAGE**

**Descriptors**—\*Change Agents, \*Change Strategies, \*Checklists, Educational Assessment, \*Educational Innovation, Evaluation Methods, Higher Education, Models, \*Prediction, Schools

This paper describes the continued development of the "Trouble Shooting" Checklists. These checklists are based on change agent responses and are designed to be predictive of an institution's change potential for the adoption of innovations. The development of two new instruments is described, both innovation-free. One applies to higher educational settings, while the other applies to school-based settings. As in the earlier, innovation-specific forms, the new forms are divided into distinct information areas and identify the ideal situation, marginally acceptable and unacceptable situations for innovation adoption. (Author)

**ED 109 158** TM 004 605

**Extensiveness—Accuracy of Parent Information about Virginia Beach 45-15 Pilot Program.**

**Schlechty Associates, Chapel Hill, N.C. Spons Agency**—Virginia Beach City Public Schools, Va.

**Pub Date** 1 Apr 73  
**Note**—41p.; For related documents, see TM 004 606-608 and EA 007 069-072

**EDRS Price MF-\$0.76 HC-\$1.95 PLUS POSTAGE**

**Descriptors**—Educational Change, Elementary Education, \*Experimental Programs, Item Analysis, \*Parent Attitudes, Parent Reaction, Parent School Relationship, \*Questionnaires, Surveys, \*Year Round Schools

**Identifiers**—\*Virginia Beach 45 15 Pilot Program

A preliminary analysis of parent responses to questions related to factual information about the Virginia Beach 45-15 pilot elementary school program, where students attend classes 45 days and break 15 days year round, is provided. Specifically, the information component of the Virginia Beach 45-15 Pilot Project Questionnaire, which consists of modified true-false items, is the basis of this report. The population consisted of families in four pilot schools and two comparison schools who returned the questionnaire within one month of its administration. In general, parent responses to the 45-15 questionnaire indicated that parents were well informed about the program. This report is only a presentation of raw data. (Author/BJG)

**ED 109 159** TM 004 606  
**A Survey of Parent Attitudes Toward and Perceptions About the Virginia Beach 45-15 Pilot Program.**

Schlechty Associates, Chapel Hill, N.C.  
 Spons Agency—Virginia Beach City Public Schools, Va.

Pub Date 15 Jun 73

Note—45p.; For related documents, see TM 004 605-608 and EA 007 069-072

**EDRS Price MF-\$0.76 HC-\$1.95 PLUS POSTAGE**

**Descriptors**—Educational Change, Elementary Education, \*Experimental Programs, Family School Relationship, \*Parent Attitudes, Parent Participation, \*Parent School Relationship, Program Evaluation, \*Questionnaires, Surveys, \*Year Round Schools

**Identifiers**—\*Virginia Beach 45 15 Pilot Program  
 Dramatic changes in school calendars create the need for compensating changes in routines of family and community life. For schools undertaking year-round programs the extent to which families and communities are willing and able to make necessary adjustments certainly bears on the educational programs. Therefore well conceived efforts to evaluate the effectiveness of year-round school must consider the impact of the change on families involved in the program and the responses of families to these programs. An assessment of parent attitudes toward and information about year-round school is clearly a legitimate area of concern in the overall evaluation design for the Virginia Beach 45-15 pilot program. It was for the purpose of developing a systematic evaluation of the impact of year-round school on the attitude of parents that the data reported herein were collected. Data related to parent attitudes toward the 45-15 pilot program is reported here, and parents' responses to the changes they perceive to be required of them in order to accommodate the 45-15 pilot program are assessed. (Author/BJG)

**ED 109 160** TM 004 607  
**Asburn, Ellen Waranch**  
**Survey of Student and Teacher Attitudes Toward the 45-15 Pilot Program.**

Virginia Beach City Public Schools, Va.

Pub Date Oct 74

Note—43p.; For related documents, see TM 004 605-608 and EA 007 069-072

**EDRS Price MF-\$0.76 HC-\$1.95 PLUS POSTAGE**

**Descriptors**—Elementary Education, Experimental Programs, \*Participant Satisfaction, Program Effectiveness, \*Questionnaires, \*Student Attitudes, Student Evaluation, Student Opinion, Surveys, \*Teacher Attitudes, \*Year Round Schools

**Identifiers**—\*Virginia Beach 45 15 Pilot Program  
 An analysis of the student and teacher attitude questionnaires revealed a strong difference between teachers and students in their experiences with Virginia Beach 45-15 program where students attend classes 45 days and break 15 days year round. Teachers were almost in total support of the benefits and advantages of 45-15. Students were more ambivalent. There was disagreement between teachers and students concerning the amount of time teachers had to spend reviewing material after each three week vacation. Teachers thought 45-15 decreased reviewing time but students felt their teachers spent a long time reviewing after each break. There was also disagreement as to whether the frequent vacations increased the students' concentration ability. Students felt the vacations were not helpful while teachers felt they were. A third disagreement was over the multi-age, multi-grade groupings. The students liked being in classes with students older and younger than themselves, but teachers thought the groupings were less than helpful. Finally, teachers and students disagreed on the successfulness of 45-15 in educating students. Teachers thought 45-15 was highly beneficial as compared to the traditional schedule, but students felt they learned no more under 45-15 than they learned in a nine month school. (Author/BJG)

**ED 109 161** TM 004 608  
**Golfo, Armand Ries, Roger**

**The Virginia Beach 45-15 School Year: Administrators' and Supervisors' Reactions.**

Pub Date Oct 74

Note—10p.; For related documents, see TM 004 605-607 and EA 007 069-072

**EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE**

**Descriptors**—\*Administrative Problems, \*Administrator Attitudes, Educational Change, Elementary Education, \*Experimental Programs, Interviews, Program Effectiveness, \*Year Round Schools

**Identifiers**—\*Virginia Beach 45 15 Pilot Program  
 Virginia Beach School System administrators and supervisors were personally interviewed about their reactions to the first year of the 45-15 plan where students attend school 45 days and break 15 days year round. Opinions were expressed about the increase and utilization of space, problems of maintaining proportional enrollments, rising time demands, need for more secretarial staff to do record keeping, problems in multi-age grouping, improvement in discipline, attitudes of teachers and students, reactions of the public, the need to keep transient populations informed about the program, and identifying hidden costs. Strong consensus was lacking on many of these issues, as was agreement as to whether the 45-15 plan is a better plan than the traditional school. At this time it is recommended that the entire school system should not adopt the 45-15 plan. (BJG)

**ED 109 162** TM 004 609

**Olson, Ruth Anne Aldrich**

**Supportive Evaluation of Marcy School.**

Minneapolis Public Schools, Minn. Southeast Alternatives Program.

Pub Date 13 Sep 74

Note—10p.; For related documents, see TM 004 262, 269, 273, 276, 301 and 323; Not available in hard copy due to marginal legibility of original document

**EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE**

**Descriptors**—Educational Alternatives, Educational Change, \*Feedback, \*Formative Evaluation, Interaction Process Analysis, Observation, \*Open Education, Program Evaluation, Social Organizations, Social Relations, Student Behavior, Teacher Behavior

**Identifiers**—Minneapolis Public Schools, \*Southeast Alternatives

The internal evaluator at Marcy Open School has the responsibility for developing support services, such as identifying problems and posing solutions, as part of a formative evaluation effort. The evaluator might alter the use of space and storage of materials in the classroom, suggest that excessive adult interruptions tend to reduce classroom productivity, or design activities to reduce classroom tension. Also, she contributes to school wide decisions, such as whether the age-range of 5-11 facilitates school goals. The support of positive change toward a better program is seen as the domain of the evaluator. (BJG)

**ED 109 163** TM 004 610

**Irons, Roderick A. Richardson, Adele**

**The Dimensions and Specific Indicators Used to Define Competence and Quality in Medical Care: A Review of the Literature.**

Educational Testing Service, Princeton, N.J.

Spons Agency—Puerto Rico Univ., San Juan. School of Medicine.

Report No.—ETS-PR-73-23

Pub Date Sep 73

Note—46p.; For related document, see TM 004 611

**EDRS Price MF-\$0.76 HC-\$1.95 PLUS POSTAGE**

**Descriptors**—Community Health Services, \*Evaluation Criteria, Health Personnel, Hospitals, \*Literature Reviews, \*Medical Services, Medical Treatment, Patients (Persons), \*Physicians, \*Standards

**Identifiers**—\*Puerto Rico

This literature review has been prepared as one aid in the process of outlining indicators of minimally acceptable performance of practicing licensed physicians in the service of the Department of Health in Puerto Rico as part of the University of Puerto Rico's Special Curso de Perfeccionamiento, a course that was developed for unlicensed graduates of foreign medical schools. The purpose of the review is to present background material as a summary report concerning the definition of performance standards. Greatest attention has been paid, of course, to such standards as set for physicians in hospital and/or office practice, but a few references related to nurses have been included as relevant to the problem. With respect to indicators of ac-

ceptable performance, the intent of the review was twofold: to discover (a) specific criteria which have been proposed as performance standards, no matter in what various forms, and (b) procedures which have been employed in determining such criteria. At the same time, it was possible to note certain philosophical viewpoints concerning the whole question, and also to relate measurement techniques to the criteria as outlined. The emphasis, however, was on the criteria and the means used for arriving at them. (Author/DEP)

**ED 109 164** TM 004 611

**Irons, Roderick A.**

**Initial Development of Criteria for Assessing Quality of Medical Care.**

Educational Testing Service, Princeton, N.J.

Spons Agency—National Center for Health Services Research and Development (DHEW/PHS), Rockville, Md.; Puerto Rico Univ., San Juan. School of Medicine.

Report No.—ETS-PR-73-24

Pub Date Oct 73

Note—60p.; For related document, see TM 004 610

**EDRS Price MF-\$0.76 HC-\$3.32 PLUS POSTAGE**

**Descriptors**—Community Health Services, \*Evaluation Criteria, Health Personnel, Hospitals, Medical Services, \*Medical Treatment, Patients (Persons), \*Physicians, \*Standards

**Identifiers**—\*Puerto Rico

In 1969, the Medical School of the University of Puerto Rico (UPR) received a grant from the National Center for Health Services Research and Development (Public Health Service, HEW) to plan and conduct—as a demonstration project—a special retraining program for physicians who had failed to approve the licensure examinations of the Puerto Rico Board of Medical Examiners. These physicians, graduates of foreign medical schools, were identified and subsequently given an opportunity to enroll in a six-month "Curso de Perfeccionamiento" which included supervised clinical practice along with lectures and seminars in the basic and clinical sciences. An important aspect of the Curso program from the beginning was evaluation. Aside from the more usual sorts of program and impact assessment, it was felt highly desirable to determine in some way the quality of practice engaged in after licensure. If this were done, then not only could the presumed long-range effects of the Curso be investigated, but also the general "quality of medical care" in Puerto Rico could eventually be at least partially assessed. This document reports on the initial steps taken in that direction, namely the establishment of meaningful performance criteria which would define an acceptable level of medical care provided in Puerto Rico and elsewhere. (Author/DEP)

**ED 109 165** TM 004 612

**Boldt, Robert F. And Others**

**A Survey and Assessment of the Current Status of Drug Related Instructional Programs in Secondary and Elementary Educational Institutions.**

Educational Testing Service, Princeton, N.J.

Spons Agency—National Commission on Marihuana and Drug Abuse, Washington, D.C.

Report No.—ETS-PR-73-6

Pub Date Feb 73

Note—136p.

**EDRS Price MF-\$0.76 HC-\$6.97 PLUS POSTAGE**

**Descriptors**—Curriculum, Drug Abuse, \*Drug Education, \*Elementary Schools, Elementary Secondary Education, \*High Schools, \*Instructional Programs, Objectives, Program Effectiveness, School Policy, School Surveys, Teaching Methods

This report is concerned with drug use and programs at the elementary school level, as well as the secondary school level. Included are discussions of drug education with relation to (1) background considerations, (2) educational techniques, (3) teaching methods, (4) summary descriptions of curricula, (5) judgmental evaluations of curricula, and (6) a review of the evaluation research of drug-related instruction. Also included are results from a survey of elementary and secondary schools, dealing with their perception of problems, their practices, and evaluations of the drug education programs. (Author)



**ED 109 166** TM 004 613

Hutcherson, Larry D. Schabacker, William H.  
Utilization Guide for Georgia Statewide Testing  
Program Test Scores.

Pub Date [74]

Note—84p.

EDRS Price MF-\$0.76 HC-\$4.43 PLUS  
POSTAGE

Descriptors—\*Academic Achievement, Basic Skills, Educational Assessment, Elementary Secondary Education, Grade 4, Grade 8, Grade 11, \*Guides, Scores, \*State Programs, \*Student Testing, Testing Programs, Test Interpretation, \*Test Results

Identifiers—\*Georgia Statewide Testing Program, Iowa Tests of Basic Skills, Tests of Academic Progress

Each year all Georgia children and youth in the fourth, eighth and eleventh grades are tested; the Iowa Tests of Basic Skills is used in the fourth and eighth grades, the Tests of Academic Progress in the eleventh grade. Test scores which provide a wealth of information, may be used as a tool for the teacher, principal, curriculum specialist or other school staff to diagnose areas where improvement may be needed. Following this diagnosis, prescriptions for improvement may be developed and applied. This guide is intended as an aid to the proper use of Georgia Statewide Testing Program scores. It provides information about the program and the tests; reading and understanding the various reports; understanding what the scores mean; and applying test results for the improvement of learning opportunities for Georgia children and youth. Test scores seem often to be misused or not used at all. Perhaps, this is due either to misunderstanding of testing terminology or to a lack of knowledge of what the scores mean. In this guide special attention has been paid to communicating in a simple, straight-forward manner by using words common to most educators and by making liberal use of samples, examples and illustrations. (Author/BJG)

**ED 109 167** TM 004 614

Wick, John W.

On Evaluating a Project: Some Practical Suggestions. NCME Measurement in Education, Vol. 6, No. 1.

Michigan State Univ., East Lansing. Office of Evaluation Services.

Pub Date 75

Note—9p.

Available from—Office of Evaluation Services, Michigan State University, East Lansing, Michigan 48823 (Yearly Subscription Rate \$2.00, single copy \$0.50, single copies when quantity is 25 or greater \$0.35)

EDRS Price MF-\$0.76 PLUS POSTAGE. HC Not Available from EDRS.

Descriptors—\*Cost Effectiveness, Data Collection, \*Educational Objectives, \*Evaluation Criteria, Evaluation Needs, Feedback, \*Formative Evaluation, Program Administration, Program Costs, \*Program Evaluation, Program Improvement

Prime indicators for realistic short term/long term project goals are budgets and timetables. Concrete, identifiable objects are useful in separating eloquent rhetoric from actual promises. Similarly, an external evaluator should be able to separate proposals with intentional misrepresentation of funding and goals from those which need further organization. Once a project begins, the evaluator should know whether the data being collected and analyzed will be used for internal public consumption, external public relations, or both. This may depend on whether the evaluators' primary allegiance is to the funding agency or to the project. In any evaluation traditional staff roles and lines of authority should be recognized and better communication facilitated. Technical expertise and the political realities of a system should be reconciled. (BJG)

**ED 109 168** TM 004 615

Sharon, Annie L.

The Non-High-School-Graduate Adult in College and His Success as Predicted by the Tests of General Educational Development.

Educational Testing Service, Princeton, N.J.

Spons Agency—American Council on Education, Washington, D. C. Commission on Accreditation of Service Experiences.

Pub Date 72

Note—17p.

EDRS Price MF-\$0.76 HC-\$1.58 PLUS  
POSTAGE

Descriptors—Achievement Tests, \*Adult Students, \*College Admission, College Entrance Examinations, Dropouts, \*Equivalency Tests, Higher Education, \*Predictive Ability (Testing), Predictive Validity, \*Test Validity

Identifiers—\*General Educational Development Tests

The primary use of the Tests of General Educational Development (GED) is to appraise the educational development of adults who have not completed their formal high school education. The significance of these tests for higher education lies in their extensive use in admission of non-high-school-graduate adults to college. This study has three major objectives: (1) To describe the background and experience of non-high-school-graduates who enroll in college on the basis of their GED scores; (2) To determine the validity of the GED battery for predicting the success of non-high-school graduates at a variety of institutions of higher education; and (3) to identify the advantages and problems created by granting admission to college by means of the GED tests. Results suggest that the GED tests are useful for the admission and guidance of college candidates who have not completed high school. If the academic achievement of a candidate as reflected by his GED test score is equivalent to that of formal high school graduates, he should be given serious consideration for admission to higher education. High school dropouts who score satisfactorily on the GED examinations are likely to earn college grades comparable to those earned by high school graduates who enroll in college. (Author/RC)

**ED 109 169** TM 004 616

Behrman, Edward H. Evans, William

Evaluating the Effectiveness of Administrative Training Products.

Pub Date [Apr 75]

Note—21p.; Paper presented at the Annual Meeting of the American Educational Research Association (Washington, D. C., March 30-April 3, 1975)

EDRS Price MF-\$0.76 HC-\$1.58 PLUS  
POSTAGE

Descriptors—\*Administrator Education, Comparative Analysis, \*Curriculum Evaluation, Evaluation Methods, Formative Evaluation, Models, \*Program Effectiveness, \*Program Evaluation, Summative Evaluation

This paper clarifies the distinction between evaluating the effectiveness of student curriculum products and evaluating the effectiveness of administrative training products. Four product evaluation designs are described and critiqued along eight interrelated dimensions: the definition of product effectiveness; criterion measures of effectiveness; the determination of users' pre-treatment levels of ability on the criterion; types of comparisons; sample size and comprehensiveness; the determination of acceptable criterion performance; confounding variables; and intervening variables. Finally, a practical yet legitimate strategy for measuring effectiveness of administrative training products is proposed. (Author)

**ED 109 170** TM 004 617

Berger, Carl F. Roderick, Stephen A.

CBTE: A Critical Look. Evaluating and Assessing Competencies for Elementary Science Education.

Pub Date [Apr 75]

Note—21p.; Paper presented at the Annual Meeting of the American Educational Research Association (Washington, D. C., March 30-April 3, 1975)

EDRS Price MF-\$0.76 HC-\$1.58 PLUS  
POSTAGE

Descriptors—Comparative Analysis, Elementary Education, Elementary Schools, Elementary School Teachers, Evaluation, \*Performance Based Teacher Education, \*Performance Criteria, Science Education, Science Teachers, \*Student Teachers, \*Teacher Educators

Groups of teachers in and around Ann Arbor, Michigan identified 143 characteristics a competent elementary school teacher should have in order to teach science. When teacher educators were asked to rate these competencies major discrepancies became obvious. Teacher educators placed a very important value on competencies which were rated low or as having no value by practicing teachers. Such differences in percep-

tion become critical when practicing teachers evaluate the performance of student teachers whose goals are more likely to be those advocated by teacher educators. Further, teachers and teacher educators differed significantly in their estimations of when a competency should be attained. Three conclusions can be drawn from this preliminary research: (1) Teacher educators appear to attach less importance to classroom discipline and record keeping and more importance to working with students; (2) Teacher educators appear to believe that competencies should be attained earlier in the student's career; and (3) The differences found between teachers and teacher educators indicate that assessment of the competencies themselves is as important a task as assessing student's attainment of the tasks and should be included in any competency based program. The 143 competencies are included in the Appendix. (EH)

**ED 109 171** TM 004 618

Ellis, W. Geiger

The Effect of Class Hour on Student Evaluation of Teacher Performance.

Pub Date [Apr 75]

Note—7p.; Paper presented at the Annual Meeting of the American Educational Research Association (Washington, D. C., March 30-April 3, 1975)

EDRS Price MF-\$0.76 HC-\$1.58 PLUS  
POSTAGE

Descriptors—\*College Students, Higher Education, \*Predictor Variables, Statistical Analysis, Teacher Evaluation, \*Teacher Rating

Identifiers—Class Hour

As student evaluations become more commonplace and increasingly influential in assessing teaching, it becomes important to gain skill in interpreting such data. To determine the effect of class hour (one potentially contaminating variable) on students' ratings, an analysis was made of ratings given the same instructor on the same course in the same quarter by students enrolled in different sections. Not only did the statistic used reveal a significant difference from one class hour to another; it also supported the assertion of consistent treatment within groups. It is recommended, therefore, that student evaluations not always be taken at face value. (Author)

**ED 109 172** TM 004 619

Garnan, Noreen

A Mastery Model of Evaluation as a Strategy for Developing Professional Teaching Competencies.

Pub Date [Apr 75]

Note—43p.; Paper presented at the Annual Meeting of the American Educational Research Association (Washington, D. C., March 30-April 3, 1975)

EDRS Price MF-\$0.76 HC-\$1.95 PLUS  
POSTAGE

Descriptors—\*Behavioral Objectives, Educational Strategies, Graduate Study, Higher Education, \*Internship Programs, Models, \*Performance Based Teacher Education, \*Program Evaluation, \*Teacher Interns

Identifiers—\*Professional Teaching Competencies

The primary focus of the study is an instrument (developed in the public school setting) entitled, "Professional Teaching Competencies," which clusters interrelated planning and implementation competencies around instructional roles of the teacher. The concept, "Stages of Mastery," is used as the evaluation method. The study summarizes data related to the development of the instrument, problems with implementation, and its effectiveness as a strategy for developing teaching competencies in two graduate internship programs. The instrument has been adapted for use in professional staff development by four Pittsburgh-area school districts. (Author)

**ED 109 173** TM 004 620

Kocher, A. The

Issues in the Formative Evaluation of Alternative Schools.

Pub Date [Apr 75]

Note—16p.; Paper presented at the Annual Meeting of the American Educational Research Association (Washington, D. C., March 30-April 3, 1975); Not Available in hard copy due to marginal legibility of original document

EDRS Price MF-\$0.76 PLUS POSTAGE. HC Not Available from EDRS.

Descriptors—\*Alternative Schools, \*Decision Making, Evaluation Methods, \*Formative Evaluation, Models, Summative Evaluation

The paper examines many of the evaluation problems noted by the Phi Delta Kappa National Study Committee on Evaluation and others and sets forth ideas about the practice of formative evaluation to avoid those conflicts and provide educational decision-makers with useful information. The paper also discusses a decision-making model conceptualized by one alternative school's evaluation group and how the evaluator's role relates to serving decision makers under the model. (Author)

ED 109 174 TM 004 621

Lynch, Mervin D. Chaves, John  
Do Self Concept Tests Test Self Concept? An Evaluation of the Validity of Items on the Piers-Harris and Coopersmith Measures.

Note—20p.; Paper presented at the Annual Meeting of the American Educational Research Association (Washington, D. C., March 30-April 3, 1975). Not available in hard copy due to marginal legibility of original document

EDRS Price MF-\$0.76 PLUS POSTAGE. HC Not Available from EDRS.

Descriptors—Correlation, Elementary Education, Elementary School Students, \*Factor Analysis, \*Item Analysis, Multiple Regression Analysis, \*Predictive Validity, Self Concept, \*Self Concept Tests, Self Esteem, \*Test Validity

Identifiers—Coopersmith Self Esteem Inventory, Piers-Harris Self Concept Scale

Items from Piers-Harris and Coopersmith self-concept tests were evaluated against independent measures on three self-constructs, idealized, empathic, and worth. Construct measurements were obtained with the semantic differential and D statistic. Ratings were obtained from 381 children, grades 4-6. For each test, item ratings and construct measures were subjected to factor analysis. In each instance, six factors were extracted, but only one was designated by the construct measures. Multiple regressions were run between items and construct measures. Multiple correlations were small. These findings raise substantial doubt about the construct and predictive validity of the Piers-Harris and Coopersmith tests. (Author)

ED 109 175 TM 004 622

Scott, Craig S.  
Correlates of Student Ratings of Professional Performance: Instructor Defined Extenuating Circumstances, Class Size, and Faculty Member's Professional Experience and Willingness to Publish Results.

Pub Date [Apr 75]

Note—18p.; Paper presented at the Annual Meeting of the American Educational Research Association (Washington, D. C., March 30-April 3, 1975)

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—Academic Rank (Professional), Class Size, \*College Students, Correlation, Higher Education, \*Predictor Variables, Rating Scales, Statistical Analysis, Student Characteristics, Student Evaluation, \*Teacher Characteristics, \*Teacher Evaluation, \*Teacher Rating  
This study was undertaken to examine the relationship between the rating professors received from their students and (a) selected professor and student characteristics, and (b) extenuating circumstances frequently expressed by instructors. Data were gathered in the spring of 1974 from an institution-wide administration of a rating scale in 253 classes. Independent variables examined included: class size and composition; instructor's rank, length of service, willingness to publish results, and five extenuating circumstances. Descriptive and correlational procedures were used. The implications of the results for administrative and instructional decision-makers, faculty members, and higher education in general are discussed. (Author/BJG)

ED 109 176 TM 004 623

Wilson, Barry J.  
Evaluation and Prediction of Rated Job Performance of Nursing Graduates.

Delta Coll., University Center, Mich.  
Spons Agency—Health Resources Administration (DHEW/PHS), Bethesda, Md. Div. of Nursing.

Pub Date [Apr 75]  
Note—26p.; Paper presented at the Annual Meeting of the American Educational Research Association (Washington, D. C., March 30-April 3, 1975)

EDRS Price MF-\$0.76 HC-\$1.95 PLUS POSTAGE

Descriptors—Associate Degrees, Evaluation, \*Evaluation Criteria, Grade Point Average, \*Nurses, Predictive Ability (Testing), \*Predictor Variables, \*Rating Scales, \*Task Performance

The job performance of 153 graduates of an associate degree nursing program was evaluated by doctors and nurses working in close supervision of the graduates. The evaluation instrument was constructed to represent both the curriculum objectives of the training institution as well as performance criteria of supervisors. Graduates also rated their preparation on a similar instrument. A number of curriculum implications of the results are discussed. Results also indicate no significant relationship between measures of scholastic success (GPA and State Board scores) and rated job performance. The study provides an example of successful implementation of a basic evaluation model. (Author)

ED 109 177 TM 004 625

Zerega, William D., Jr. And Others  
Locus of Control and Student Aims in a High School Setting.

Note—12p.

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—Altruism, \*Aspiration, \*Catholic High Schools, Comparative Analysis, High School Students, Individual Characteristics, \*Locus of Control, Questionnaires, Secondary Education, Self Concept, Statistical Analysis, \*Student Attitudes, Test Results, \*Tests  
Identifiers—Academic Interest Measures, Rotter Internal-External Scale

The Rotter Internal-External (I-E) Scale, the Academic Interest Measures-Educational Testing Service (AIMS-ETS) Survey, and a demographic questionnaire were administered to 541 Catholic high school students. Variance analysis revealed that internals were significantly differentiated from externals on 15 AIMS (life goals) in the 31-item AIMS-ETS Survey. The internal group rated health, security, peace of mind, having friends, building a better world, and being recognized as a competent as significantly more important than externals. The demographic data indicates that older students tended to be significantly more internal. Internals also expressed a significantly higher desire to attend church services. (Author/DEP)

ED 109 178 95 TM 004 626

Toepper, Robert M. And Others  
A System for Codifying Handwritten Lesson Transcripts for Comprehensive Analysis.

Northwest Regional Educational Lab., Portland, Oreg.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date [Apr 75]

Contract—OEC-0-71-4751

Note—24p.; Paper presented at the Annual Meeting of the American Educational Research Association (Washington, D. C., March 30-April 3, 1975)

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—\*Classroom Observation Techniques, \*Codification, Computer Oriented Programs, \*Data Analysis, Data Sheets, \*Lesson Plans, Statistical Analysis, Teachers, Validity

An analysis system was developed to facilitate the comprehensive analysis of over 800 handwritten mathematics, communications, and social studies lesson transcripts. The coding scheme facilitates the reduction of qualitative data into categorical data. The heart of the analysis system is the Dominant Instructional Event (DIE) which facilitates the further subdivision of each lesson into subcomponents labeled content, materials, groupings, interaction patterns, student activities, and cognitive taxonomic level. Trends are reported to illustrate the utility of the analysis system, however the paper focuses primarily on the methodology and the potential importance and estimated validity of the analysis system. (Author)

ED 109 179 TM 004 627

Subkoviak, Michael J. Roeks, Alan L.  
Nonmetric Multidimensional Scaling: An Evaluation of Three Data Collection Methods.

Pub Date [Apr 75]

Note—15p.; Paper presented at the Annual Meeting of the American Educational Research Association (Washington, D. C., March 30-April 3, 1975)

sociation (Washington, D. C., March 30-April 3, 1975)

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—\*Data Collection, \*Distance, \*Evaluation Methods, Higher Education, \*Multidimensional Scaling, \*Nonparametric Statistics, Rating Scales, Statistical Analysis

The present study examined three different methods of data collection in which subjects judged proximity between object pairs. One method required subjects to partition objects into homogeneous subsets; the second entailed rating object pairs on a similarity-dissimilarity continuum; and the third involved comparing inter-object proximities to a fixed standard. The three types of proximities were analyzed by the non-metric multidimensional scaling procedure, and subsequent multidimensional representations were compared for accuracy to a criterion or "true" multidimensional configuration of the same objects generated by the same subjects. Considerable differences in accuracy were found among the methods. (Author)

ED 109 180 TM 004 628

Hutchinson, Thomas E.  
Methodological Developments to Monitor Process or Some Sources of Error in the Efficiency of Evaluations.

Pub Date [Apr 75]

Note—10p.; Paper presented at the Annual Meeting of the American Educational Research Association (Washington, D. C., March 30-April 3, 1975)

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—\*Decision Making, \*Efficiency, \*Error Patterns, \*Evaluation Methods, \*Evaluation Needs

Specific evaluation design is a non trivial problem which must be developed through a set of procedures involving considerable study of the enterprise to be evaluated. Three criteria to be considered when an evaluator provides data for a decision maker are: (1) the percentage of the evaluation data that are actually used by the decision maker; (2) the percentage of the decision maker's decisions that are made, in part, with the use of the evaluation data; and (3) the degree to which the data is utilized in the most important decisions, even where all decisions are not made using the evaluation data. These criteria have been named efficiency, completeness, and focus, respectively. Evaluators should avoid errors, and prefer operational to non operational techniques. Evaluator/decision maker interaction patterns should be incorporated into the evaluation design. (Author/BJG)

ED 109 181 TM 004 629

Fletcher, Jerry L. Spady, William G.  
The Development of Instrumentation to Measure the Alternative Operational Manifestations of Five Basic Functions of Schooling.

Pub Date [Apr 75]

Note—37p.; Paper presented at the Annual Meeting of the American Educational Research Association (Washington, D. C., March 30-April 3, 1975)

EDRS Price MF-\$0.76 HC-\$1.95 PLUS POSTAGE

Descriptors—\*Alternative Schools, Classrooms, Discipline, Instruction, \*Measurement Techniques, \*Organizational Effectiveness, School Environment, \*School Role, Schools, Socialization, Student Certification, Test Construction

Identifiers—Spady (William)

This paper describes research in progress to define and measure the operational manifestations of five sociological functions of schooling proposed by William Spady: selection, custody/control, instruction, socialization, and evaluation/certification. The paper briefly presents the theoretical framework, describes the elaboration of this theory into items which tap operational characteristics of schools and classrooms, presents the results of two sets of trials of the instrument, and describes research issues which can be addressed through use of the instrument. (Author)

ED 109 182 TM 004 631

Maryland Handbook on the Accountability Assessment Program.

Research Triangle Inst., Durham, N.C. Center for Educational Research and Evaluation.

Spons Agency—Maryland State Dept. of Education, Baltimore.

Pub Date 30 Jan 74

Note—69p.

EDRS Price MF-\$0.76 HC-\$3.32 PLUS

#### POSTAGE

Descriptors—\*Educational Accountability, \*Educational Assessment, Elementary Secondary Education, \*Guidelines, Program Administration, State Legislation, \*State Programs, \*Testing, Testing Problems

Identifiers—Compliance, \*Maryland Accountability Assessment Program

Article 77, Section 28a, of the Annotated Code of the Laws of Maryland, commonly called the Maryland Educational Accountability Program (MAAP), was passed in 1972 by the Maryland General Assembly. This act should insure when properly implemented, that educational programs: (1) lead to the attainment of established educational objectives, (2) provide information for accurate analysis of costs of instructional programs, and (3) provide information for the analysis of the differential effectiveness of instructional programs. Compliance with the MAAP includes the establishment of goals and objectives in, but not limited to, reading, writing, and mathematics at all levels—state, school system, and individual school. The act requires a school by school survey of the current status of student achievement in relationship to established objectives, the development of programs by each school for meeting its own needs, and the establishment of evaluation procedures for determining the effectiveness of these programs. MAAP stipulates that a yearly report be submitted by the State Superintendent of Schools to the Governor and State legislature. This Handbook was developed to help ensure that MAAP responsibilities at all levels are understood clearly and carried out effectively. (Author/BJG)

ED 109 183 TM 004 632

Charles County Public Schools Cumulative Report, 1974 Test Results: Achievement and Mental Abilities.

Charles County Public Schools, La Plata, Md.

Pub Date 74

Note—151p.; Not available in hard copy due to marginal legibility of original document

EDRS Price MF-\$0.76 HC-\$8.24 PLUS

#### POSTAGE

Descriptors—\*Achievement Tests, \*Elementary Education, Graphs, \*Intelligence Tests, Public Schools, Scores, \*State Programs, Testing Programs, \*Test Results

Identifiers—\*Charles County Maryland Public Schools

This booklet contains the graphs of mean cumulative and achievement scores, as well as a grade level analysis, for all grade schools in Charles County, Maryland during the 1973-1974 academic year. (Author/BJG)

ED 109 184 TM 004 634

Powers, Donald

The Virginia Beach Extended School Year Program and Its Effects on Student Achievement and Attitudes—First Year Report.

Educational Testing Service, Princeton, N.J.

Spons Agency—Virginia Beach City Public Schools, Va.

Report No.—ETS-PR-74-24

Pub Date Oct 74

Note—54p.; For related documents, see TM 004 605, 606, 607, 608 and EA 007 069, 070, 071 and 072

EDRS Price MF-\$0.76 HC-\$3.32 PLUS

#### POSTAGE

Descriptors—\*Academic Achievement, Achievement Tests, Aptitude Tests, Comparative Analysis, Educational Assessment, Educational Innovation, Elementary Education, Experimental Programs, \*Program Evaluation, \*Student Attitudes, \*Testing, \*Year Round Schools

Identifiers—\*Virginia Beach 45 15 Pilot Program

The Virginia Beach City School System has utilized an experimental school year plan known as 45-15. Under this plan, schools remain in session throughout the year and students are assigned to one of four attendance cycles which begin 15 days apart. As a result of the staggered attendance pattern, only three groups (cycles) of students are in attendance at any particular time. The primary purpose of this evaluation was to assess the possible negative side-effects of the new attendance schedule by focusing on student achievement and student attitudes at the end of

the first year of year-round education. General conclusions are that students in the fourth, fifth, and sixth grades in pilot schools suffered no adverse effects on achievement in reading or mathematics, nor on attitudes toward learning or school, as a result of year-round schooling. Specifically, data suggests that sixth grade students improved in reading and mathematics, while their attitudes toward learning and school were more positive. Students with poor attitudes toward learning and towards school and relatively high ability students seemed to benefit from year-round schooling. Findings suggest continuance or expansion of year-round education at Virginia Beach. (Author/BJG)

ED 109 185 TM 004 635

Carlson, James E. And Others

The Distribution of the Test Statistic Used in the Newman-Keuls Multiple Comparison Technique.

Pub Date [Apr 75]

Note—28p.; Paper presented at the Annual Meeting of the American Educational Research Association (Washington, D. C., March 30-April 3, 1975)

EDRS Price MF-\$0.76 HC-\$1.95 PLUS

#### POSTAGE

Descriptors—\*Analysis of Variance, \*Hypothesis Testing, Sampling, Statistical Analysis, \*Tests of Significance

Identifiers—\*Newman Keuls Analyses

Researchers often use the analysis of variance to test hypotheses about the means, followed by a multiple comparison technique when the F-test is significant. The technique in this study was developed by Newman (1939) and Keuls (1952). A flaw in the rationale underlying this technique was evaluated to determine whether the flaw is sufficiently serious to advise against the use of the Newman-Keuls method. A monte carlo study of the sampling distribution of the test statistic used in the Newman-Keuls method was carried out and implications are discussed. (Author)

ED 109 186 TM 004 636

Epstein, Kenneth I.

Sequential Plans and Formative Evaluation.

Pub Date [Apr 75]

Note—25p.; Paper presented at the Annual Meeting of the American Educational Research Association (Washington, D. C., March 30-April 3, 1975)

EDRS Price MF-\$0.76 HC-\$1.58 PLUS

#### POSTAGE

Descriptors—Audiovisual Instruction, \*Decision Making, Educational Alternatives, \*Formative Evaluation, \*Instructional Improvement, \*Instructional Materials, Objectives, \*Sequential Approach, Testing, Test Results, Validity

Sequential plans are suggested as a basis for developing decision rules for accepting or rejecting instructional materials. The technique allows inferences to be drawn concerning the effectiveness of the instruction for the target population, from formative evaluation sample data. The procedure calls for explicit statements of the required level of instructional effectiveness and the amount of error that can be tolerated in decision making. When applied to audio-visual instruction developed for the U. S. Army, sequential plans tended to require fewer students and provided a much clearer framework for making decisions than did the traditional 80/80 rule. (Author)

ED 109 187 TM 004 637

Lym, C. LaVoy Murray, Wayne R.

Construction and Investigation of the Reliabilities of the School Perception Scales.

Pub Date [Apr 75]

Note—26p.; Paper presented at the Annual Meeting of the American Educational Research Association (Washington, D. C., March 30-April 3, 1975)

EDRS Price MF-\$0.76 HC-\$1.95 PLUS

#### POSTAGE

Descriptors—\*Attitude Tests, Compensatory Education, Disadvantaged Youth, Elementary Education, \*Elementary School Students, Reading, Self Concept, \*Self Concept Tests, \*Socioeconomic Status, Statistical Analysis, Student Attitudes, Student School Relationship, Test Construction, \*Test Reliability

Identifiers—\*School Perception Scales

The objectives of the study were to construct instruments and investigate their reliabilities in assessing the attitudes of elementary school chil-

dren. The instruments were designed to accommodate children with limited reading and writing skills. Care was taken to avoid confusing stimuli and assure a stable measure through adequate length. A review of relevant literature preceded instrument development and pilot testing. Only items with high item-scale correlations were retained. Approximately 150 children responded to each scale. All were found to be reliable and easily administered to groups of children with limited language development. (Author/DEP)

ED 109 188 TM 004 638

Petrosko, Joseph M. Hujano, Linda

An Assessment of the Quality of High School Mathematics Tests.

Pub Date [Apr 75]

Note—20p.; Paper presented at the Annual Meeting of the National Council on Measurement in Education (Washington, D. C., March 31-April 2, 1975)

EDRS Price MF-\$0.76 HC-\$1.58 PLUS

#### POSTAGE

Descriptors—Algebra, Comparative Analysis, \*Evaluation, \*Evaluation Criteria, Geometry, \*Mathematics, \*Secondary Education, Senior High Schools, \*Standardized Tests, Test Construction, Test Reliability, Tests, Test Validity

An assessment was made of the psychometric and educational quality of all high school level tests of general mathematics, applied mathematics, algebra and geometry. The study was part of a large-scale project involving evaluations of all standardized secondary school tests available in the United States. Assessments revealed most tests to be low in many types of validity and reliability. Tests of general mathematics, which included arithmetic, fared the best across 39 criteria of test quality. Test developers are not meeting many basic standards of test quality in constructing mathematics tests. (Author)

ED 109 189 TM 004 639

Harmon, Judson A. And Others

A Survey of Attitudes Toward Policies and Procedures in the Evaluation of Instruction.

Pub Date [Apr 75]

Note—28p.; Paper presented at the Annual Meeting of the American Educational Research Association (Washington, D. C., March 30-April 3, 1975); Not available in hard copy due to marginal legibility of original document

EDRS Price MF-\$0.76 HC-\$1.95 PLUS

#### POSTAGE

Descriptors—\*Educational Attitudes, Educational Objectives, Effective Teaching, \*Evaluation Criteria, \*Evaluation Methods, Observation, Statistical Analysis, \*Surveys, \*Teacher Evaluation, Teacher Rating

This paper describes the development and first administrations of a survey of attitudes toward policies and procedures in the evaluating of classroom teaching. The instrument was cooperatively developed by teachers, administrators, and consultants. It provides a collective picture of an ideal system of evaluation and, simultaneously, a picture of the adequacy of the present local system of evaluating instruction. Discrepancies between the real and the ideal or conflicts of attitudes between different respondent groups do occur and can be studied. Results for two school districts are presented. Implications for improvements in the survey and methodology are also presented. (Author)

ED 109 190 TM 004 640

Jenks, Charles L.

Measuring Attitudes and Perceptions Affecting Local Acceptance of an Innovation: An Exploratory Study.

Pub Date [Apr 75]

Note—24p.; Paper presented at the Annual Meeting of the American Educational Research Association (Washington, D. C., March 30-April 3, 1975)

EDRS Price MF-\$0.76 HC-\$1.58 PLUS

#### POSTAGE

Descriptors—Career Education, \*Cooperative Education, Data Analysis, Educational Alternatives, Educational Innovation, \*Feasibility Studies, \*Program Development, Questionnaires, \*School Districts, Secondary Education, Teacher Attitudes, \*Work Experience Programs

Identifiers—\*Experience Based Career Education Experience Based Career Education (EBCE) is a program which provides students with a com-



prehensive secondary education that exposes them to a cumulative series of planned, personalized learning experiences in a wide variety of life and work settings. To determine possible program implementation, the Far West Laboratory (FWL) has engaged a series of studies, one of which assessed the opinions of school district teachers and staff concerning adoption feasibility. This approach consisted of an attempt to discover if district variables (demographic or program) influenced receptivity and to identify potential barriers to adoption. (Author/DEP)

**ED 109 191** TM 004 641  
Perrin, David W. Whitney, Douglas R.  
Methods for Smoothing Expectancy Tables Applied to the Prediction of Success in College. Research Report No. 79.  
Report No.—RR-79  
Pub Date [Apr 75]

Note—16p.; Paper presented at the Annual Meeting of the American Educational Research Association (Washington, D. C., March 30-April 3, 1975)

**EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE**

**Descriptors**—\*College Freshmen, Comparative Analysis, \*Expectancy Tables, \*Grade Point Average, \*Grade Prediction, Higher Education, Prediction, \*Statistical Analysis  
**Identifiers**—Smoothing Methods

Six methods for smoothing expectancy tables were compared using data for entering students at 86 colleges and universities. Linear regression analyses were applied to ACT scores and high school grades to obtain predicted first term grade point averages (FGPA's) for students entering each institution in 1969-70. Expectancy tables were constructed for each institution using the relative frequency with which students in each predicted FGPA interval obtained FGPA's of "B or better" and "C or better". The methods used to smooth the 1969-70 expectancy tables were compared on how accurately the smoothed tables corresponded to the 1971-72 and 1972-73 observed data. The smoothed tables were substantially more accurate than the 1969-70 observed data on which they were based. Two maximum likelihood methods yielded the most accurate tables. Estimated relative frequencies were more accurate for the "B or better" level than the "C or better" level. (Author)

**ED 109 192** TM 004 642  
Kiefer, Charles C. Voelkner, Alvin R.  
The Evaluation of Vocational Education Special Needs Programs.  
Pub Date [Apr 75]

Note—20p.; Paper presented at the Annual Meeting of American Educational Research Association (Washington, D. C., March 30-April 3, 1975)

**EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE**

**Descriptors**—Data Collection, \*Disadvantaged Youth, \*Educational Needs, Evaluation Methods, \*Handicapped Children, Mentally Handicapped, Program Development, Program Effectiveness, \*Program Evaluation, Special Programs, \*Vocational Education

A variety of special needs programs were funded by the Michigan Department of Education in 1972. Data collection instruments were developed to evaluate these programs and data were gathered. This initial effort was important in the movement toward implementation of a more sophisticated evaluation design. Specifically, the paper discussed the final results and tentative findings of a more comprehensive 1974 study, and plans for future evaluations emphasizing methodological considerations. (Author)

**ED 109 193** TM 004 643  
Shriver, Edgar L. And Others

**Evaluating Maintenance Performance: Test Administrator's Manual and Test Subject's Instructions for Criterion Referenced Job Task Performance Tests for Electronic Maintenance. Final Report.**

Air Force Human Resources Lab., Wright-Patterson AFB, Ohio. Advanced Systems Div.; URS Systems Corp., Falls Church, Va. Matrix Research Div.

Report No.—AFHRL-TR-74-57(2)-Pt-2  
Pub Date Jan 75

Note—640p.; For related documents, see TM 004 444, 522, 644, and 645; Not available in hard copy due to marginal legibility of original document

**EDRS Price MF-\$1.08 PLUS POSTAGE. HC Not Available from EDRS.**

**Descriptors**—\*Criterion Referenced Tests, Electronic Equipment, \*Electronics, \*Equipment Maintenance, Evaluation, \*Manuals, Military Personnel, Performance Tests, \*Task Performance, Testing, Tests  
**Identifiers**—\*Air Force

This document furnishes a complete copy of the Test Subject's Instructions and the Test Administrator's Handbook for a battery of criterion referenced Job Task Performance Tests (JTPT) for electronic maintenance. General information is provided on soldering, Radar Set AN/APN-147(v), Radar Set Special Equipment, Radar Set Bench Test Set-Up, and Computer Set Checkout. Test Subject and Test Administrator instructions are provided on Peripheral Equipment Tests, General Equipment Tests, Operational Checkout Tests, Special Test Equipment Tests, Remove and Replacement Tests, Adjustment Tests, Alignment Tests, and Troubleshooting Tests. (Author/BJG)

**ED 109 194** TM 004 644  
Shriver, Edgar L. Foley, John P., Jr.

**Evaluating Maintenance Performance: The Development of Graphic Symbolic Substitutes for Criterion Referenced Job Task Performance Tests for Electronic Maintenance. Final Report.**

Air Force Human Resources Lab., Wright-Patterson AFB, Ohio. Advanced Systems Div.; URS Systems Corp., Falls Church, Va. Matrix Research Div.

Report No.—AFHRL-TR-74-57(3)  
Pub Date Nov 74

Note—76p.; For related documents, see TM 004 444, 522, 643 and 645

**EDRS Price MF-\$0.76 HC-\$4.43 PLUS POSTAGE**

**Descriptors**—\*Criterion Referenced Tests, Electronic Equipment, \*Electronics, \*Equipment Maintenance, Evaluation, Military Personnel, Performance Tests, \*Task Performance, Test Construction, \*Test Validity

A battery of criterion referenced Job Task Performance Tests (JTPT) was developed because paper and pencil tests of job knowledge and electronic theory had very poor criterion-related or empirical validity with respect to the ability of electronic maintenance men to perform their job. Although the original JTPT required the use of actual equipment, the later battery utilized graphic symbolic substitutes. In this effort, a battery of symbolic tests was developed including a companion symbolic test for each of the job activities for which a criterion referenced JTPT had previously been developed. Based on two limited validations, all of the graphic symbolic tests, with the exception of the symbolic test for soldering, indicated sufficient promise to justify further consideration and refinement. All of these promising symbolic tests should be given more extensive validations using larger numbers of experienced subjects. The validation of any such symbolic test requires the administration of a companion JTPT as a validation criterion. As a result, a validation is an expensive process in terms of equipment and experienced manpower. The troubleshooting symbolic tests require the most extensive refinement. Several suggestions are made for improving their empirical validity. (Author/BJG)

**ED 109 195** TM 004 645  
Foley, John P., Jr.

**Evaluating Maintenance Performance: An Analysis. Final Report.**

Air Force Human Resources Lab., Wright-Patterson AFB, Ohio. Advanced Systems Div.  
Report No.—AFHRL-TR-74-57(1)  
Pub Date Oct 74

Note—38p.; For related documents, see TM 004 444, 643 and 644

**EDRS Price MF-\$0.76 HC-\$1.95 PLUS POSTAGE**

**Descriptors**—Criterion Referenced Tests, \*Electronic Equipment, Electronics, Job Analysis, Military Personnel, \*Performance Tests, \*Task Analysis, \*Task Performance, \*Test Validity  
**Identifiers**—\*Air Force

Formal measuring devices used to ascertain the training success and promotion potential of maintenance personnel have been deficient in the area of job realism. In part, this may be due to

reliance on paper and pencil testing rather than the use of effective job performance measurements. Data concerning job performance measurements applicable to Air Force electronic maintenance were collected, structured, and analyzed. As a result of this analysis, it was recommended that comprehensive exploratory and advanced development efforts concerning Air Force maintenance should be established and funded. These programs should systematically and comprehensively identify and solve problems concerning maintenance practice in the field and problems concerning the selection and training of maintenance personnel. A necessary first effort should be to gather and study hard data on how well maintenance men can perform the key tasks of their jobs. Also, based on the results of this analysis a contractual effort was initiated to develop criterion referenced JTPT for electronic maintenance tasks. This effort was followed by an attempt to develop both graphic and video symbolic substitutes of improved empirical validity. (Author/BJG)

**ED 109 196** 95 TM 004 646  
Gray, William M.

**Development of a Written Test Based Upon the Model of Piaget. Final Report.**

Dayton Univ., Ohio.  
Spotts Agency—National Center for Educational Research and Development (DHEW/OE), Washington, D.C. Regional Research Program.

Bureau No.—E-052  
Pub Date Sep 73

Grant—OEG-5-72-0044(509)

Note—95p.; For a related document, see TM 004 647

**EDRS Price MF-\$0.76 HC-\$4.43 PLUS POSTAGE**

**Descriptors**—\*Cognitive Development, Cognitive Measurement, \*Cognitive Tests, Deductive Methods, Elementary Secondary Education, Individual Tests, \*Logical Thinking, Response Style (Tests), Sex Differences, \*Test Construction, \*Testing, Test Results  
**Identifiers**—\*Piaget Cognitive Development Theory, Test of Logical Thinking

The purpose of this study was to design a prototype written test of cognitive development based on the model of Piaget. Although the results were not consistent with Piaget's theory, test development was only partially successful. Specifically, validation of the scales was excellent or poor depending on the perspective. Analysis of the item difficulties within scales was excellent for the exclusion and combination scales and poor for the proportion scale. In fact, the prediction for the exclusion and combination scales was "perfect". Such results lend support to Piaget's contention of the invariant sequence of logical development for those logical structures tested. An analysis of those subjects' responses and reasoning on the formal items revealed that most had rote learned how to solve proportion problems without understanding the underlying structural process. Such evidence would invalidate the contention that the "low" difficulties on the concrete items was due to the "high" readability of the items. Thus, it would seem that from a within scale analysis, the written test was generally successful, the criterion of cognitive level existence is still subject to question, and a different type of formal proportion item must be devised to alleviate the effect of specific past learning without understanding. (Author/DEP)

**ED 109 197** 95 TM 004 647  
Gray, William M.

**Test of Logical Thinking.**

Dayton Univ., Ohio.  
Spotts Agency—National Center for Educational Research and Development (DHEW/OE), Washington, D.C. Regional Research Program.

Pub Date Sep 73

Note—28p.

Available from—Not Available Separately; See TM 004 646

**Document Not Available from EDRS**

**Descriptors**—\*Cognitive Development, \*Cognitive Tests, Decision Making, Elementary Secondary Education, \*Individual Tests, \*Logical Thinking, Response Style (Tests), \*Tests  
**Identifiers**—Piaget (Jean), \*Test of Logical Thinking

The Test of Logical Thinking (TOLT) is a written test of cognitive development constructed to be logically equivalent to specific Piagetian tasks.

It consists of 36 open-ended items administered in a one-to-one situation. Subjects were middle to upper class, predominantly white elementary school students. The 168 students were randomly drawn from ages 9-15 with 24 subjects per age year. After each response, the subject was questioned for the reasoning behind his answer. Answers were scored correct or incorrect according to response and reasoning on that item. Two out of three questions for each subscale must be answered correctly to meet the set criteria. Results showed that sequencing items while validating scale scores against appropriate Piagetian tasks was partially successful. (Author/DEP)

ED 109 198 TM 004 652

Basel, Ronald

An Initial Facet Analysis of the FYCSP Word Attack Test.

Southwest Regional Laboratory for Educational Research and Development, Los Alamitos, Calif.

Report No.—TN-5-72-46

Pub Date 18 Aug 72

Note—17p.

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—Guessing (Tests), \*Item Analysis, \*Multiple Choice Tests, Predictor Variables, \*Response Style (Tests), Stimuli, Testing, \*Tests, \*Word Recognition Identifiers—Distractors (Tests), \*Facet Analysis, FYCSP Word Attack Test

The concepts "facet analysis," "facet design," and "facet structure" are defined. The FYCSP (First Year Communication Skills Program) Word Attack Test is analyzed in terms of two related facet structures. Stepwise linear regression is used to predict distractor attractiveness. Hypotheses suggested by Guttman relating distractor attractiveness to "degree of similarity to the correct answer" are formulated and tested. Potential applications of facet analysis are discussed. (Author/DEP)

ED 109 199 TM 004 654

Russell, Nolan F.

Getting Inside the EQA Inventory: Grade 11.

Pennsylvania State Dept. of Education, Harrisburg. Bureau of Planning and Evaluation.

Pub Date 75

Note—70p.

EDRS Price MF-\$0.76 HC-\$3.32 PLUS POSTAGE

Descriptors—Adjustment (to Environment), Basic Skills, Confidentiality, Creativity, \*Educational Assessment, Educational Objectives, Ethical Values, Grade 11, Health, Measurement Techniques, Scoring, Secondary Education, Self Esteem, \*State Programs, State Surveys, Student Attitudes, \*Testing, Test Reliability, Tests, Test Validity Identifiers—Educational Quality Assessment, Pennsylvania

The Secondary Form of the Educational Quality Assessment (EQA) Inventory is designed for 11th grade students in Commonwealth public schools. Test scales are designed to measure some facet of state quality assessment goals. Along with basic skills, the various instruments examine: (1) social and health habits, (2) feelings toward self and others, (3) value placed on learning and human accomplishment, (4) interest in creative activities, (5) methods of coping with frustration, and (6) attitudes toward work and career planning. Extensive investigation concerning the consistency of student responses within each scale and the stability of student responses to the scales over time has been conducted. Total scales yielded high internal consistency reliability while shorter subscales were weak. Strong correspondence between ratings made by teachers and student scores was demonstrated for seven of the attitude scales. The unit of analysis of all data received from the EQA was the school. The inventory provided information on: (1) student-body standing on each composite goal test relative to a statewide reference group, (2) student-body standing relative to groups similar in home and school environments, and (3) proportion of student-body who demonstrated minimum positive attitudes. (Author/BJG)

ED 109 200 95 TM 004 656

Hawthorne, Phyllis

Legislation by the States: Accountability and Assessment in Education. Report No. 2. Revised.

Wisconsin State Dept. of Public Instruction, Madison. Div. for Management and Planning Services.

Spons Agency—Colorado State Dept. of Education, Denver. Cooperative Accountability Project: Office of Education (DHEW), Washington, D.C.

Report No.—CAP-R-2

Pub Date Nov 74

Note—110p.

EDRS Price MF-\$0.76 HC-\$5.70 PLUS POSTAGE

Descriptors—\*Educational Accountability, \*Educational Assessment, Educational Legislation, \*State Legislation

This report is the third revision of Legislation by the States: Accountability and Assessment in Education, which has been prepared under the sponsorship of the Cooperative Accountability Project. The last updating was completed in August, 1973. The present report differs from previous editions in that Section 1 contains an expanded discussion of accountability legislation and a general description of the kinds of laws that were enacted from 1963 through 1974. More specifically, this section includes: (1) A table that shows which states have enacted accountability legislation and which ones have not; (2) A table that indicates how many states have enacted legislation in five accountability-related categories or processes; (3) A table that identifies statutes enacted by year and by state from 1963-1974 and the processes of accountability that are covered by the laws; (4) A graph that depicts the changing rate in the number of accountability laws passed from 1963-1974; (5) A discussion of each law enacted during the 1974 legislative session; and (6) A summary of laws enacted prior to 1974 that were not reported in earlier versions of Legislation by States. Section 2 is similar to preceding editions of Legislation by the States in that all the statutes enacted from 1963 through 1974 are reproduced, with the exception of the 1974 North Carolina budget. Those that have not been reported previously are marked by an asterisk in the Contents. (Author/BJG)

ED 109 201 TM 004 657

Fingerman, Paul W. And Others

Methods for Predicting Job-Ability Requirements: 3. Ability Requirements as a Function of Changes in the Characteristics of a Concept Identification Task. Technical Report No. 3.

American Institutes for Research in the Behavioral Sciences, Washington, D.C.

Spons Agency—Office of Naval Research, Washington, D.C. Personnel and Training Research Programs Office.

Pub Date Apr 75

Note—92p.

EDRS Price MF-\$0.76 HC-\$4.43 PLUS POSTAGE

Descriptors—Ability, Criterion Referenced Tests, \*Factor Analysis, Higher Education, Identification Tests, \*Job Skills, Performance Factors, Personnel Selection, \*Prediction, Predictive Validity, \*Problem Solving, \*Task Performance, Tests

This report describes the third study in a program of research dealing with the relationships between the characteristics of human tasks and the abilities required for task performance. The goal of the program is to generate principles which can be used to identify ability requirements from knowledge of the characteristics of a task and of variations in the conditions of task performance. The study investigated the relationship between variations in a prototypic problem-solving task, concept identification, and consequent changes in the abilities related to problem-solving performance. Characteristics of the problem-solving task were manipulated by varying the formal difficulty and perceptual complexity of the problems. Subjects performed the criterion task under the different experimental conditions, and then received a battery of reference tests designed to measure abilities which were hypothesized to relate to problem-solving performance. The test battery was factor analyzed to identify a reference ability structure. The loadings of the various criterion task conditions on that structure were then estimated. Results suggested that certain task variations change the nature of the task in such a way that subjects change their approach or strategy for dealing with the task. Such changes may require different ability

profiles; thus they may account for changes in abilities related to performance as a function of changes in task characteristics. Further analysis is planned to examine the interactions of task variation, subject strategies, and ability profiles. (Author/BJG)

ED 109 202 TM 004 658

Fugill, John W. K.

Task Difficulty and Task Aptitude Benchmark Scales for the Administrative and General Career Fields. Final Report.

Air Force Human Resources Lab., Lackland AFB, Tex. Personnel Research Div.

Spons Agency—Air Force Human Resources Lab., Brooks AFB, Texas.

Report No.—AD-771-677; AFHRL-TR-73-13

Pub Date Oct 73

Note—17p.

Available from—National Technical Information Service, Springfield, Virginia 22151 (AD-771-677, MF \$1.45, PC \$2.75)

Document Not Available from EDRS

Descriptors—\*Aptitude Tests, Career Education, \*Career Ladders, Complexity Level, Evaluation Methods, Job Skills, Management Education, \*Military Personnel, Task Analysis, \*Task Performance, Test Construction, \*Vocational Aptitude

Identifiers—\*Air Force

The feasibility of inferring relative task difficulty values and relative task aptitude requirements for a variety of tasks in the General and Administrative work areas is discussed. It was established that there was a high positive relationship between relative task difficulty values, as designated by work supervisors, and the corresponding relative task aptitude requirements, as determined by behavioral scientists. For 3,200 tasks not used in the original scaling procedure, it was determined that relative task difficulty values may be inferred at a high level of confidence, and that relative task aptitude requirements may be inferred at a moderately high level of confidence. (NTIS)

ED 109 203 TM 004 659

Miller, Robert E.

Development and Standardization of the Air Force Officer Qualifying Test Form M.

Air Force Human Resources Lab., Lackland AFB, Tex. Personnel Research Div.

Spons Agency—Air Force Human Resources Lab., Brooks AFB, Texas.

Report No.—AFHRL-TR-74-16

Pub Date Mar 74

Note—14p.

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—Correlation, Higher Education, \*Officer Personnel, \*Personnel Selection, \*Standardized Tests, \*Test Construction, Test Reliability, \*Tests, Test Validity

Identifiers—Air Force, Air Force Officer Qualifying Test Form M, \*Project TALENT

Air Force Officer Qualifying Test (AFOQT) Form M was constructed as a replacement for AFOQT Form L in Fiscal Year 1974. The new form serves the same purposes as its predecessor and possesses basically the same characteristics. It yields Pilot, Navigator-Technical, Officer Quality, Verbal, and Quantitative composite scores. Three sets of conversion tables are provided for examinees at the various educational levels where the test is administered. Standardization was accomplished by equipercentile conversion to composites of Project TALENT tests from a previous form which was administered to Air Force Academy candidates, and thence to the new form in a stratified sample of basic airmen. This strategy permits the new AFOQT scores to be related to Academy candidates and to 12th grade males in the original Project TALENT study. Because recent operational data suggest that the AFOQT is becoming too difficult, a correction which was used prior to AFOQT-64 was reinstated. The correction is for the unusually high academic aptitude of the Academy candidate group, especially with respect to the quantitative domain. The correction primarily affects the Navigator-Technical, Officer Quality, and Quantitative composites and should lead to somewhat increased qualification rates without fundamentally changing the AFOQT normative base. (Author)

ED 109 204

TM 004 660

Di Mauro, Philip Victor  
The Fourth Annual Award for Excellence in Teaching. An Analysis of Procedure and Data. Naval Postgraduate School, Monterey, Calif. Report No.—AD-772-802  
Pub Date Sep 73  
Note—77p.

Available from—National Technical Information Service, Springfield, Virginia 22151 (AD-772 802, MF \$1.45, PC \$7.00)

## Document Not Available from EDRS

Descriptors—\*Awards, Comparative Analysis, Competitive Selection, Effective Teaching, \*Evaluation Methods, \*Military Personnel, Questionnaires, Statistical Analysis, Student Evaluation, Student Opinion, \*Teacher Evaluation, Teacher Rating, \*Teachers

The purpose of the thesis was to present the procedure and techniques used to select the fourth annual recipient of the Rear Admiral John J. Shieffelin Award for Excellence in Teaching. The data and results were analyzed and compared with the results from the previous year. Findings indicate that the best teacher in each of the eleven academic departments is being selected but that distribution of the eleven within the top twenty positions occurs randomly. Recommendations were made for changes in the present system should it continue in use and an additional recommendation was made for the adoption of a new method of selection based on the use of student questionnaires. (NTIS)

ED 109 205

TM 004 661

Whaples, Gene C.  
Attitudes Toward Blacks of White Adults Involved in 4-H Youth Programs. National Four-H Club Foundation, Washington, D.C.

Spons Agency—Extension Service (DOA), Washington, D.C.; Kellogg Foundation, Battle Creek, Mich.; Maryland Univ., College Park. Cooperative Extension Service.  
Pub Date Jun 74  
Note—42p.

EDRS Price MF-\$0.76 HC-\$1.95 PLUS POSTAGE

Descriptors—\*Adults, \*Attitude Tests, Caucasians, Factor Analysis, Negroes, \*Race Relations, \*Racial Attitudes, Semantic Differential, Sex Differences, \*Situational Tests, Test Reliability, Test Validity

Identifiers—\*Situational Attitude Scale  
The purpose of this study was to determine if the attitudes of white adults attending training at the National 4-H Foundation were more negative toward blacks than they were toward whites and to determine if the Situational Attitude Scale (SAS) was a valid and reliable tool for measuring the attitudes of white adults toward blacks. The SAS is a combination of situations with racial overtones and semantic differential scales. The scale presents ten personal and social situations in which race might be a variable in reaction to the situation. For each situation ten bipolar semantic differential scales were written. Two forms of the SAS were developed. The instrument was tested for reliability using factor analysis on the 351 adults reported on in this study. Subjects were approximately 40 percent male and 60 percent female. The study revealed that in some situations as identified in the SAS there is a significant difference in the attitudes of the white adults involved in this research. These attitudes were generally more negative toward blacks than they were toward whites. Significant factors related to these attitudes included the region of the country and the population density of the area of residence. Sex also may be a factor. Factors found not significant included age and the position in the organization held by the subject. (Author/RC)

ED 109 206

TM 004 662

Botterbusch, Karl F.  
The Relationship Between Need Achievement and Conditions of Testing on a Manual Dexterity Test.

Pub Date [74]  
Note—4p.

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—Aptitude Tests, Comparative Analysis, Dropout Identification, High School Students, Males, \*Motivation, \*Performance Factors, Performance Tests, \*Potential Dropouts,

\*Psychomotor Skills, Secondary Education, \*Testing, Testing Problems, Test Results, Tests, Test Validity

This study investigated the effects of high and low need achievement, individual vs. group test administration, and potential dropout and non-potential dropout on the Manual Dexterity Aptitude of the General Aptitude Test Battery. Following the administration of the Thematic Apperception Test (TAT), 120 high school males were assigned to one of eight treatments. Although there were significant differences by need achievement level, there was no difference by subject group. The interactions of the three independent variables revealed that poor performance resulted from either having low need achievement or from being tested individually. This study did not demonstrate what conditions needed to be present to produce maximum performance; it demonstrated what conditions, when absent, produced significantly lower test scores. (Author/BJG)

ED 109 207

TM 004 663

Thomas, Gregory P.  
The Assessment of Mathematics Education Needs within the State of Oregon.

Pub Date 75  
Note—23p.; Paper presented at the Annual Meeting of the American Educational Research Association (Washington, D.C. March 30-April 3, 1975); 8 pages of the original document are copyrighted and therefore not available. They are not included in the pagination

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—Administrator Attitudes, Data Collection, Decision Making, \*Educational Assessment, \*Educational Needs, Educational Planning, Elementary Secondary Education, Evaluation Methods, Instrumentation, Mathematics Curriculum, \*Mathematics Education, Mathematics Teachers, State Programs, \*Surveys, Teacher Attitudes, Test Construction  
Identifiers—\*Oregon System of Mathematics Education

The Oregon System of Mathematics Education (OSME) is a project geared toward identifying the curriculum gap between what exists and what is desired. Its primary objective is the improvement of mathematics education for all students in Oregon schools. The needs assessment described in this document focuses on gathering opinions and attitudes of mathematics teachers at all educational levels, business representative, administrators, and parents toward the mathematics curriculum as it now exists in the Oregon school system. (Author/DEP)

ED 109 208

TM 004 666

George, Carolyn S. And Others  
The Development of a Measure of Complex Concepts.

Pub Date 17 Apr 74

Note—13p.; Paper presented at the Annual Meeting of the National Council on Measurement in Education (Chicago, Illinois, April 1974)

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—Academic Achievement, Adults, Age, \*Concept Formation, \*Elementary Secondary Education, Item Analysis, Learning Processes, Measurement Techniques, Pictorial Stimuli, \*Slides, \*Test Construction, Test Reliability, \*Visual Measures

Identifiers—Complex Concepts, \*Slide Sorting Task

Because there is a need to measure performance of pupils with complex concepts, the Slide Sorting Task was developed to measure performance on complex concepts of freedom, non-freedom, justice, non-justice. The development of this instrument was presented along with the results of item analyses with several groups of subjects ranging from age seven through adults. The utility of the instrument was shown as a means of differentiating instructional procedures similar to those in regular classrooms. The instrument was shown to differentiate performances of abstract and concrete thinkers and to produce improved performances as a function of increases in age level. (Author/DEP)

ED 109 209

TM 004 667

Otto, David  
Pass-Fail Grading Systems: A Literature Review. Alberta Univ., Edmonton. Office of Institutional Research and Planning.

Pub Date Sep 73  
Note—68p.; Not available in hard copy due to marginal legibility of original document

EDRS Price MF-\$0.76 PLUS POSTAGE. HC Not Available from EDRS.

Descriptors—\*Academic Standards, Achievement Rating, College Students, Educational History, Evaluation Methods, Grade Point Average, \*Grades (Scholastic), \*Higher Education, \*Literature Reviews, \*Pass Fail Grading, Predictive Validity, Reliability, Student Evaluation, Student Motivation, Validity

What began as a review of Pass-Fail ended as a comment on the evaluation schema of student academic performance. "Standards," "Evaluation" and "Grades" are defined. A brief history of grading among early North American institutions of higher learning is compared to precursory practices in Europe. The validity and reliability of traditional grades are examined. Finally, the original review of the literature on Pass-Fail is presented. (Author)

ED 109 210

TM 004 668

Fadale, LaVerna M.  
Career Awareness of Elementary School Children.

Pub Date Apr 74

Note—24p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, Illinois, April 1974); For related documents, see ED 082 061 and 062

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—\*Career Awareness, \*Career Education, Child Development, Curriculum Development, Elementary Education, Elementary School Curriculum, \*Elementary School Students, Occupational Choice, Occupational Clusters, Self Concept, Socialization, Statistical Analysis, \*Test Construction, Test Reliability, Test Results, \*Tests, Test Validity

The purpose of the study was to develop an instrument to assess the career awareness possessed by elementary school children in order to provide base-line information for curriculum decisions. The instrument was formulated from established career content resources congruent with developmental theory. Validation was accomplished with data collected in an individual student interview format conducted with a random sample of elementary school children. Results indicated the existence of career awareness as defined, and gave assessments of individual variability within the construct of career awareness. (Author)

ED 109 211

95

TM 004 669

Bullen, Gertrude F.  
The Development and Validation of a Reading Attitude Measure for Elementary School Children.

Final Report.

Council for Public Schools, Inc., Boston, Mass. Spons Agency—National Center for Educational Research and Development (DHEW/OE), Washington, D.C. Regional Research Program.

Bureau No.—1A045

Pub Date Sep 72

Grant—OEG-1-71-0014(509)

Note—63p.; For a related document, see TM 004 670

EDRS Price MF-\$0.76 HC-\$3.32 PLUS POSTAGE

Descriptors—\*Attitude Tests, Comparative Analysis, Elementary Education, \*Elementary School Students, Interest Tests, Questionnaires, Reading Achievement, \*Reading Diagnosis, \*Reading Tests, Student Attitudes, Test Reliability, Test Results, \*Test Validity  
Identifiers—BRAM, \*Bullen Reading Attitude Measure

Validity and reliability studies of the Bullen Reading Attitude Measure (BRAM) were conducted on 291 white children in twelve classes in two schools, grades one through six, in Fall River, Massachusetts. The instrument's validity was obtained by measuring the correspondence between respondents' answers given on the attitude subtests and their answers given during an interview and corroborated by answers given by parents in a mailed questionnaire. The reliability coefficients, determined by the test-retest method, were unusually high for attitude tests. The Bullen Reading Attitude Measure consists of subtests that measure different components of reading attitudes through the pair comparisons method. The primary pictorial form designed for children in grades one to three, measure attitudes toward reading at home, reading in school, and desire to receive books as presents. The written form



designed for children in grades four through six, measures the same components as the primary form and two additional components—desire to visit the library and to purchase books. A unique feature of the BRAM is that it enables the examiner to know the relative strength of an attitude as well as its magnitude. This information is useful to teachers, clinicians, and researchers because it enables them to identify children who express consistent negative attitudes, or inconsistent positive attitudes, which demand differential treatment. (Author)

ED 109 212 95 TM 004 670

**Bullen, Gertrude F.**  
**Bullen Reading Attitude Measure.**  
Council for Public Schools, Inc., Boston, Mass.  
Spons Agency—National Center for Educational Research and Development (DHEW/OE), Washington, D.C. Regional Research Program.  
Bureau No.—1A045  
Pub Date Sep 72  
Grant—OEG-1-71-0014(509)  
Note—1p.  
Available from—Not Available Separately; see TM 004 669

#### Document Not Available from EDRS

**Descriptors**—\*Attitude Tests, Elementary Education, \*Elementary School Students, Illustrations, \*Interest Tests, \*Reading Tests, Test Construction  
**Identifiers**—BRAM, \*Bullen Reading Attitude Measure

The Bullen Reading Attitude Measure (BRAM) is an instrument that was developed to serve as a diagnostic aid in assessing reading attitudes of elementary school children in grades one through six. The objectives of the test are to measure the subject's attitude toward reading at home or school, visiting the library, owning and buying books, receiving books as presents, and the concept of self as a reader. The test is in two forms: the primary grades (1-3) form is ten pages and takes 15 minutes to administer, the upper grade form (4-6) is five pages long and takes 20 minutes. There are illustrations with the primary form and the upper form is written and all questions are color coded. Although the group tested in the study which developed the test were urban, white children, the results show that BRAM is a useful instrument in assessing reading attitudes and should be applied to other groups of children. (DEP)

ED 109 213 TM 004 671

**Kapes, Jerome T.**  
**GATB: Does the Apparatus Make a Difference?**  
Pub Date 24 Mar 75  
Note—14p.; Paper presented at the Annual Meeting of the American Personnel and Guidance Association (New York, New York, March 24, 1975)

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

**Descriptors**—\*Aptitude Tests, \*Comparative Statistics, Elementary Secondary Education, Scores, \*Testing, \*Testing Problems, Test Reliability, Test Validity  
**Identifiers**—\*General Aptitude Test Battery, Testing Apparatus

Two independent studies were conducted to investigate possible differences in General Aptitude Test Battery (GATB) aptitude M resulting from the use of different test equipment (wooden vs. plastic apparatus). As part of a ten-year longitudinal study of Vocational Development being conducted in the Department of Vocational Education at The Pennsylvania State University, it was decided to administer the GATB to an entire ninth grade class. Because both wooden and plastic pegboards were being used to assess GATB aptitude M, it was decided to compare the scores obtained on the two different types of boards. Results indicate that those students who were tested using the wooden boards performed significantly better than did the students tested on the plastic boards. Converted score differences for aptitude M range from 3 to 26 points with an average difference of 11 points. Stimulated by the initial finding of an average difference of 11 points in aptitude M resulting from the use of plastic vs. wooden pegboards with ninth graders, Trimmer and Klein (1974) replicated the above described study using a sample of 238 adult applicants, including 70 Blacks, as part of routine employment testing in Nevada. In this study, an average difference of 10.5 points was observed.

These findings raise serious moral, ethical and legal questions, and therefore it appears to be necessary to either establish norms for the plastic equipment or to discontinue its use. (Author/BJG)

ED 109 214 TM 004 673

**Reynolds, Irene Williams, Virginia**  
**DPI Criterion-Referenced Pre-Reading Screening Test: Manual.**  
Pub Date 74  
Note—34p.; For related document, see TM 004 692

EDRS Price MF-\$0.76 HC-\$1.95 PLUS POSTAGE

**Descriptors**—Auditory Perception, Basic Vocabulary, \*Criterion Referenced Tests, Educational Diagnosis, \*Manuals, Perceptual Motor Coordination, \*Primary Education, \*Reading Readiness Tests, Reading Skills, Screening Tests, \*Visual Measures, Visual Perception

The DPI Criterion-Referenced Pre-Reading Screening Test is to be used as one means of identifying some strengths and weaknesses in certain areas of pre-reading skills. It is intended to be used as a screening instrument for beginning first graders. The areas of pre-reading skills to be screened are (1) auditory perception, (2) letter knowledge, (3) perceptual motor, (4) sentence meaning, (5) visual perception, (6) word meaning, and (7) word recognition. The test is to be given under the direction of a fully certified teacher who has studied the test and understands the directions. For valid results, the test should be administered in groups of 5 or less. (Author/BJG)

ED 109 215 TM 004 674

**Shutt, Darold L. Hannon, Thomas**  
**The Psychological Evaluation of Bi-Lingual Pupils Utilizing the Hiskey-Nebraska Test of Learning Aptitudes. A Validation Study.**

Pub Date 1 Apr 73  
Note—16p.

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

**Descriptors**—\*Aptitude Tests, \*Bilingual Students, Comparative Analysis, Educational Diagnosis, Elementary Secondary Education, English (Second Language), Intelligence Tests, Mexican Americans, Navaho, Psychological Evaluation, \*Special Education, \*Student Placement, Test Bias, Testing Problems, \*Test Validity

**Identifiers**—\*Hiskey Nebraska Test of Learning Aptitude, Wechsler Intelligence Scale for Children

Controversies centering around the accuracy of the estimates made of bilingual children's intellectual functioning and the effectiveness of prescriptive programs recommended for their subsequent development have resulted in the investigation and assessment of different instruments used for student placement in special education classes. The three major tasks undertaken in this study were: (1) to compare results obtained using the Hiskey-Nebraska Test of Learning Aptitude (HNTLA), a test developed for use with deaf children, with those recorded using the Wechsler Intelligence Scale for Children (WISC) Performance Scale; (2) to determine the validity and usability of the HNTLA for bilingual school children, and (3) to re-evaluate a sample of Mexican American and Navajo children previously assigned to special education classes. Study results point up important differences between the correlations obtained for the Mexican Americans and the Navajo on both the test scores and the ratings by teachers, parents and subjects. The I.Q. levels on the HNTLA correlated with WISC I.Q.'s significantly better for the Navajo sample than for the Mexican American; the same was true when the HNTLA median Learning Age was compared with the WISC median Test Age. Since the standardization samples for both tests did not contain suitable numbers of either Mexican Americans or Navajos, neither instrument furnishes appropriate norms for these minority groups. (Author/BJG)

ED 109 216 95 TM 004 675

**Gimon, Alexander T. And Others**  
**Applicability of Learning Potential Measurement with Spanish-Speaking Youth as an Alternative to IQ. Final Report.**

Research Inst. for Educational Problems, Cambridge, Mass.  
Spons Agency—Office of Education (DHEW), Washington, D.C.

Bureau No—2A086

Grant—OEG-1-72-0020(509)

Note—269p.; Not available in hard copy due to marginal legibility of original document

EDRS Price MF-\$0.76 PLUS POSTAGE. HC Not

Available from EDRS.

**Descriptors**—\*Academic Achievement, \*Academic Aptitude, Bilingual Students, Elementary Education, Elementary School Students, Intelligence Quotient, \*Intelligence Tests, Low Income Groups, \*Predictive Ability (Testing), \*Spanish Speaking, Standardized Tests, Student Motivation, Test Bias, Testing, Test Results, Test Validity

**Identifiers**—Escala de Inteligencia Wechsler para Ninos, Inter-American General Abilities Series, Picture Motivator Scale, Raven Progressive Matrices, Series Learning Potential Test

The learning potential (LP) procedure represents an alternative method of measuring ability of Spanish-speaking students who tend to score low on traditional IQ tests. This study sought to determine the relative predictive power of LP and IQ measures on achievement of 188 first through sixth grade Spanish-speaking students. Subjects participated in the Raven and Series LP procedures and were administered the WISC Performance Scale in Spanish and the WISC vocabulary subtest, Picture Motivator Scale, and IAGAS numeric, nonverbal, and verbal subtests in Spanish and English. Numeric and nonverbal achievement in both Spanish and English were significantly related to posttraining Series LP scores, WISC performance IQ, and age. WISC vocabulary scores were related only to verbal achievement in the same language. The LP procedure resulted in increased levels of performance on a reasoning task and provided a better predictor of achievement than verbal IQ for these students. Included in the appendices are the instruments used in the study. (Author/DEP)

ED 109 217 95 TM 004 677

**Scheid, Karen Filoso**  
**Ohio's Statewide Needs Assessment.**  
Ohio State Dept. of Education, Columbus.

Spons Agency—Office of Education (DHEW), Washington, D.C.  
Pub Date [74]

Note—21p.  
EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

**Descriptors**—Academic Achievement, \*Educational Assessment, Educational Needs, \*Educational Objectives, Federal Legislation, Grade 12, Reading Skills, \*Reading Tests, Sampling, Secondary Education, \*State Programs, \*Student Needs, Student Testing

**Identifiers**—Elementary Secondary Education Act Title III, ESEA Title III, \*Ohio

Ohio's Statewide Needs Assessment is designed to provide baseline data about students' learning in cognitive areas. Over several years, students at various grade levels will be assessed. The areas to be assessed, as well as the grades of the students to be assessed, will be considered and advised upon by the ESEA Title III State Advisory Council. The council recommended that for the first year of assessment, only reading be assessed at grade twelve. The reading assessment instrument to be used in this first year contains items that assess those objectives thought by reading specialists in the Ohio Department of Education to be the most important. It will be administered to only a sample of Ohio twelfth graders by school personnel. Confidence intervals for each item on the instrument will be calculated in order to predict student performance. After the data from the assessment have been analyzed, reports presenting and explaining the results will be given. Regional meetings may be held throughout the state to provide further explanation of assessment results, while interpretations and implications of Title III are discussed. (Author/BJG)

ED 109 218 TM 004 678

**Schemes of Assessment: Experimental Examinations for a Common System of Examining at 16+.**

Schools Council, London (England).  
Report No.—SC-P-15

Pub Date 74  
Note—42p.

Available from—Central Dispatch Section, Schools Council, 160 Great Portland St., London WIN 6LL (free while supplies last)

EDRS Price MF-\$0.76 HC-\$1.95 PLUS POSTAGE

Descriptors—Curriculum Guides, Educational Assessment, \*Evaluation Criteria, \*Experimental Programs, Secondary Education, \*Student Evaluation, Testing, \*Testing Programs, \*Tests Identifiers—\*England

This pamphlet contains a summary of the scheme of assessment to be used in each of the experimental examinations devised as part of the 16+ examination research program. The committees of the School Council agreed to the publication of this material to encourage further discussion and to inform teachers about development in the experimental 16+ examinations. The information contained in this publication may not be accurate in every detail. Each examination board secretary has checked the statement which describes an experimental examination in which his board is involved but the information given in a few instances may be out of date. Also it must be pointed out that the schemes of assessment to be used in the experimental 16+ examinations are subject to amendment in the light of the experience gained through both trial papers and the actual experimental examinations. The studies have been grouped into somewhat arbitrary subject-areas for ease of presentation. The headings used are: Art, Craft and Technical Drawing; English; Housecraft and Needlework; Humanities; Mathematics; Modern Languages; Music; Science; Social Studies and Commercial Studies. (Author/BJG)

ED 109 219 TM 004 679  
Bailey, John E., III Ellis, David B.

**Development of an Instrument to Measure Educational Situational Variables and Preschool Competencies Desired by Parents.**

Nova Univ., Fort Lauderdale, Fla.  
Pub Date 25 Jan 74

Note—57p.

EDRS Price MF-\$0.76 HC-\$3.32 PLUS  
POSTAGE

Descriptors—Behavioral Objectives, Child Development, \*Child Rearing, Early Childhood Education, Educational Needs, Measurement, \*Parental Aspiration, \*Parent Attitudes, Parent Child Relationship, \*Preschool Children, \*Questionnaires, Surveys, Test Construction

An instrument was developed to measure the factors that parents perceive as affecting their ability to raise their child and the competencies that parents desire for their children to have by age six. This instrument was administered to two samples. The information derived from these samples indicate that this instrument would be useful in a group setting. Reliability and validity are not sufficiently established; indications existed that they were adequate. The instruments used in the study are included in the appendices. (Author/DEP)

ED 109 220 TM 004 681  
Schwartz, Steven

**The Effects of Arousal on Recall and the Organization of Memory.**

Pub Date Nov 73

Note—12p.; Paper presented at the Annual Meeting of the Psychonomic Society (Saint Louis, Missouri, November 1973)

EDRS Price MF-\$0.76 HC-\$1.58 PLUS  
POSTAGE

Descriptors—\*Arousal Patterns, Cognitive Processes, Literature Reviews, \*Memory, \*Models, \*Recall (Psychological), \*Stimulus Behavior, Verbal Learning

The effects of arousal on verbal learning and memory are presently controversial. Investigators using different definitions of arousal, different tasks, and different methods have (as one would expect) produced different findings in the literature: (a) Arousal during acquisition leads to poor immediate but better delayed recall; (b) Arousal during acquisition sometimes facilitates immediate as well as delayed recall; (c) Arousal may lead to decrease in semantic clustering; (d) Arousal may facilitate recall for material in which "arousal" cues are salient; and (e) Arousal may lead to a convergence in decision criteria while at the same time increasing sensitivity for certain kinds of material. Instead of five separate explanations, the paper proposes to account for these effects by a single explanatory model based on the effects of arousal on memory organization. A model, based on changes in the way material is organized for retrieval is developed which views arousal as facilitating memory when recall is based on the physical characteristics of stimuli

and hindering recall when memory depends on the semantic aspects of the stimuli. The implications of this model for the research findings described in the literature are discussed. (Author)

ED 109 221 TM 004 682  
de Wolf, Virginia A.

**Washington Pre-College Test Norms and Admission's Index Data for University of Washington Freshmen Entering Autumn 1974.**

Washington Univ., Seattle. Educational Assessment Center.

Report No—EAC-277

Pub Date May 75

Note—15p.

EDRS Price MF-\$0.76 HC-\$1.58 PLUS  
POSTAGE

Descriptors—\*Academic Standards, Admission Criteria, \*Aptitude Tests, \*College Admission, College Freshmen, \*Grade Point Average, Higher Education, Norms, Secondary Education

Identifiers—\*University of Washington

The present report is one in a series which profiles the University of Washington (UW) entering freshman class in terms of performance on the several tests making up the Washington Pre-College Testing Program's battery. As in earlier years, percentile charts for male and female entrants as well as for the total tested group, comprising 79 percent of all UW freshmen are included for the use of academic advisors and counselors. The group studied is the first one admitted to UW under new admissions standards requiring the use of an academic aptitude test in determining admissibility. The distribution of the Admission Index (AI) values used in making admissions decisions is reported and the impact of the test requirement on tested aptitude of entrants discussed. It is tentatively concluded that use of the AI and preferential admission of high aptitude students has led to a relative increase in the tested aptitude of the freshmen class. (Author/BJG)

ED 109 222 TM 004 683  
Klein, Stephen P. Koseoff, Jacqueline P.

**Procedures and Issues in the Validation of Criterion-Referenced Tests.**

Pub Date 75

Note—10p.; Paper presented at the Annual Meeting of the National Council on Measurement in Education (Washington, D.C., March 31-April 2, 1975)

EDRS Price MF-\$0.76 HC-\$1.58 PLUS  
POSTAGE

Descriptors—Academic Achievement, Class Management, \*Criterion Referenced Tests, Curriculum Development, Instruction, \*Predictive Validity, Student Evaluation, \*Test Validity

Four common uses for criterion-referenced tests (CRT) are outlined: describing student achievement, improving curriculum development, being sensitive indicators of the effects of instruction, and facilitating classroom management decisions. These uses parallel various forms of empirically establishing the content, concurrent, and predictive validity of CRT. It is found disconcerting that the developers of CRTs have generally not conducted such validity studies, or at least they have not reported on them in the technical manuals for the CRT systems. Proof of their utility is called for. (Author/DEP)

ED 109 223 TM 004 684  
Stetz, Frank P.

**A Comparison of Criterion and Norm-Referenced Assessment for the Purposes of Decision-Making.**

Pub Date 1 May 75

Note—13p.; Paper presented at the Annual Meeting of the New England Educational Research Organization (Provincetown, Mass., May 1, 1975); Not available in hard copy due to marginal legibility of original document

EDRS Price MF-\$0.76 PLUS POSTAGE. HC Not Available from EDRS.

Descriptors—Academic Achievement, \*Comparative Analysis, \*Criterion Referenced Tests, \*Decision Making, Diagnostic Tests, \*Norm Referenced Tests, Prognostic Tests, Program Evaluation, Test Construction, Testing, \*Test Interpretation, Test Results

While much has been written on the topic of criterion-referenced testing and consequently its comparison with norm-referenced testing, mea-

surement specialists have not as readily approached the subject of the implications involved in reporting such test information. The purposes of this paper are to (1) draw distinctions between criterion and norm-referenced assessment; (2) delineate the purposes for which uses of test information are employed; and (3) evaluate the usefulness of criterion and norm-referenced measurement in providing the necessary data for each test information use. The six major uses of test information included in the study are: prognosis, diagnosis of learning difficulty, student growth, student achievement, program evaluation and research. The six uses of test information outlined above constitute the basic requirement needs of measurement specialists. In an earlier work, Cronbach (1949), classified testing under three main headings: prognosis, diagnosis, and research; three additional uses of test information have been added: growth, achievement and program evaluation. Such an evaluation should hopefully provide school personnel with the understanding of the distinction between the types of information available from both criterion and norm-referenced testing. Such knowledge should help to promote the understanding that certain measurement information is better assessed by one type of assessment tool rather than the other depending upon the decision-making purpose in question. (Author/DEP)

ED 109 224 TM 004 685  
Hawkins, Robert O., Jr. Stolurow, K. Ann

Coleman

**Application of the Randomized Response Technique.**

Pub Date 1 May 75

Note—9p.; Paper presented at the New England Educational Research Association Annual Meeting (Provincetown, Mass., May 1, 1975)

EDRS Price MF-\$0.76 HC-\$1.58 PLUS  
POSTAGE

Descriptors—College Students, Confidentiality, Higher Education, Measurement Techniques, \*Probability, Research Problems, \*Response Mode, Response Style (Tests), Sexuality, \*Statistical Analysis, \*Statistics, \*Validity Identifiers—\*Randomized Response

The Randomized Response Technique was used with 83 undergraduate students in an Introductory Statistics course to: (1) demonstrate a means by which information of a sensitive nature can be obtained in a confidential manner; and (2) illustrate to a group of somewhat skeptical students an application of statistics to an interesting, real-world problem. The technique requires that each participating student respond to one of two questions, without revealing the one to which he/she is responding. The first question is neutral (e.g., Is the last digit of your student ID odd?); the other sensitive (i.g., Have you masturbated within the past two weeks?). The student is asked to choose a two-digit number (00-99) from a table of random numbers. Then, all students with numbers 00-69 are told to answer the sensitive question, and all with 70 or above answer the neutral question. Thus, only the student knows the question to which he/she is responding. The procedure provides an interesting demonstration of the utility of a statistical procedure applied to a practical, health science problem. (Author/DEP)

ED 109 225 TM 004 686  
Barker, William F. And Others

**The Preschool Rating Scale.**

Pub Date Apr 75

Note—13p.; Paper presented at the Annual Meeting of the National Council on Measurement in Education (Washington, D.C., March 31-April 2, 1975)

EDRS Price MF-\$0.76 HC-\$1.58 PLUS  
POSTAGE

Descriptors—Child Care Workers, Child Development, Discriminant Analysis, Norms, \*Personal Growth, Personality Tests, Predictive Validity, \*Preschool Children, Preschool Education, Preschool Teachers, Program Evaluation, \*Rating Scales, \*Screening Tests, Sex Differences, \*Social Development, Socioeconomic Status, Student Evaluation, Test Reliability, Test Validity

Identifiers—\*Preschool Rating Scale

The Preschool Rating Scale (PRS) consists of twenty Guttman scaled items which assess a preschool child's personal-social development. Experience gained over the past two years in-

dictate that it can be used: (1) for screening; (2) for program evaluation; (3) as a guide to the teachers in identifying specific areas of development which may need remediation; (4) to alert teachers to areas of development which they should be aware of; and (5) to assess day care worker's effectiveness. Norms are available for six groups from 36 to 71 months of age ( $N = 1,040$  children). The norms were developed from urban and suburban advantaged and disadvantaged males and females. Based upon the ratings of 125 children by two groups of raters (pairs of raters rated 15-20 children each independently), the average of interrater correlation coefficient estimates was .74. The usual types of judgmental validity (constructor, user and face) have been obtained. More sophisticated statistical procedures have been used to indicate the predictive and inferential validity. The predictive validity was determined by a discriminant analysis. Inferential validity is indicated by noting that the mean score increases as older age groups are examined. These analyses indicate that the PRS can classify children as typical or non-typical with a high degree of accuracy. (Author)

**ED 109 226** 95 TM 004 687  
Klein, Stephen P. Kasecoff, Jacqueline P.

**Determining How Well a Test Measures Your Objectives.** California Univ., Los Angeles. Center for the Study of Evaluation.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Report No.—CSE-R-94

Pub Date Apr 75

Note—28p.

**EDRS Price MF-\$0.76 HC-\$1.95 PLUS POSTAGE**

Descriptors—Correlation, \*Educational Objectives, Evaluation, Evaluation Criteria, Evaluation Methods, \*Item Analysis, Program Evaluation, \*Testing, Testing Problems, Test Reviews, Tests, \*Test Selection, \*Test Validity

A procedure for in-depth analysis of a limited number of tests being considered for selection by a school, district, project, or state personnel is described. This procedure involves listing the objectives that it would be desirable to measure determining the relative importance of each of these objectives, having "judges" match test items to these objectives, and then correlating the relative importance of each objective with the extent to which it is covered by a test. Variations in the procedures are presented as well as adjustments for differences in average item difficulties across clusters of items and for differences in test length. There also is a discussion of how well a cluster of items assigned to an objective actually covers that objective. Finally conditions under which the procedures described are and are not applicable are considered, and appendices illustrating specific directions and procedures are provided. (Author/BJG)

**ED 109 227** TM 004 688  
Samuels, S. Jay Edvall, Glenace E.

**Measuring Reading Achievement: A Case for Criterion-Referenced Testing and Accountability.** NCME Measurement in Education, Vol. 6, No. 2, Spring 1975.

Michigan State Univ., East Lansing. Office of Evaluation Services.

Pub Date 75

Note—8p.

Available from—Office of Evaluation Services, Michigan State University, East Lansing, Michigan 48823 (Subscription, \$2.00 per year; Single Copy, \$0.50, 25 or more, \$0.35 ea.)

**EDRS Price MF-\$0.76 PLUS POSTAGE. HC Not Available from EDRS.**

Descriptors—Achievement Tests, \*Criterion Referenced Tests, Decision Making, \*Educational Accountability, \*Educational Assessment, Norm Referenced Tests, Reading Achievement, \*Reading Instruction, Reading Tests, Standardized Tests, Student Evaluation, Testing, \*Testing Problems

The accountability movement in American education has received great clamors of attention in the past few years. This movement, in turn, suggests the need for particular data to inform responsible decision-making; the need for assessment instruments which can address the question of what is learned; and the need for strengthening the existing ecosystem between schools, universities, the public, and the government agencies

concerned with education. Specifically, problems within the context of reading instruction and assessment are discussed. Assessing students in relation to a criterion of mastery; pointing out existing weaknesses in specifying objectives, selecting and designing evaluation instruments, interpreting evaluation data and improving instructional methodology are advocated strongly. (Author/DEP)

**ED 109 228** TM 004 689  
Zerega, William D., Jr. And Others

**Stability and Concurrent Validity of the Rotter Internal-External Locus of Control Scale.**

Spons Agency—Social and Rehabilitation Service (DHEW), Washington, D.C.; West Virginia Univ., Morgantown. Regional Rehabilitation Research and Training Center.

Note—7p.; For a related document, see TM 004 625

**EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE**

Descriptors—Catholics, High School Students, \*Locus of Control, Secondary Education, \*Test Reliability, \*Tests, \*Test Validity

Identifiers—Academic Interest Measures, MacDonald Tseng Locus of Control Scale, \*Rotter Internal External Scale

A high school population ( $N = 541$ ) was administered the Rotter Locus of Control in April and again the following November. At the second testing the MacDonald-Tseng and Rotter Internal-External Locus of Control Scales were given to examine their concurrent validity. The AIM-ETS Survey and a demographic survey were also administered. Test-retest reliability of the Rotter Scale and concurrent validity between the Rotter and MacDonald-Tseng scales were established. There was a significant correlation between internal subjects and their scores on the AIMS Survey. (Author/BJG)

**ED 109 229** TM 004 690  
Steinfatt, Thomas M.

**A Comment on the "Known-Interval" Scale as a Measure of Attitude.**

Pub Date Dec 74

Note—18p.; Paper presented at the Annual Meeting of the Speech Communication Association (Chicago, Illinois, December 27-30, 1974). Not available in hard copy due to marginal legibility of original document

**EDRS Price MF-\$0.76 PLUS POSTAGE. HC Not Available from EDRS.**

Descriptors—\*Attitude Tests, Predictive Validity, Statistical Bias, \*Testing Problems, \*Test Reliability, \*Tests of Significance, \*Test Validity

Identifiers—\*Known Interval Scale

The known interval scale, referred to as the 7.8 scale, has been criticized as an invalid measuring instrument in the form of an attitude scale. It is the purpose of this paper to demonstrate that this scale can produce spuriously inflated correlation coefficients, high reliability, and false significance on statistical tests. The case will be made along two general lines. First, the effects of the scale on reliability, validity, and significance testing will be presented and second the reasoning behind the scale and the method for attaining its values will be discussed. It is concluded that increases in reliability and validity coefficients obtained with the 7.8 scale only confirm that by artificially extending the range of a scale it is possible to increase the correlation coefficient. The application of the Jones and Thurstone scale to the 7.8 scale, whether transcribed correctly or incorrectly, happens to form a non-monotonic transformation, with resultant  $r$  and increased chance for significance, which makes the scale appealing on its surface. Reliability and validity, to be useful concepts, must be the reliability and validity of data gathering instruments rather than the reliability and validity of a particular set of scale values. (Author/BJG)

**ED 109 230** TM 004 691  
Brunn, R. Beto Fuller, Theron

**An Assessment of the Degree of Isomorphism among Alternative Interval Scaling Approaches.**

Spons Agency—Texas A & M Univ., College Station. Texas Agricultural Experiment Station.

Pub Date 74

Note—14p.

**EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE**

Descriptors—\*Error Patterns, \*Measurement, \*Models, Occupations, \*Rating Scales,

Socioeconomic Status, \*Statistical Analysis, Status, Test Validity

Identifiers—Interval Scales

It is hypothesized that the use of an empirical indicator of a theoretical construct implies certain epistemic assumptions about the nature of the construct. In this study, the implications of assuming interval level of measurement using various isomorphic monotonically increasing epistemic alternatives to a commonly used occupational status index was investigated in the following manner. (1) Simulated samples of 100 Duncan's Socio-Economic Index scores were drawn by generating random independent samples from normally distributed populations with different means. (2) The simulated SEI scores were transformed to correspond to six alternate assumptions about the nature of the pattern of intervalization. This resulted in seven isomorphic, monotonically increasing measures of occupational status differing only in the pattern of intervalization. (3) The degree of divergency among epistemic models was determined by analyzing matrices of coefficients of epistemic error corresponding to the "mean epistemic error" between two given conceptualizations under the assumption that one conceptualization is used and the other conceptualization perfectly describes the theoretical construct. (4) The nature and magnitude of the measurement error introduced into path models by using different assumptions of intervalization was investigated by comparing simulated causal models involving occupational status using the alternative interval conceptualizations as one of the two independent variables. (Author/BJG)

**ED 109 231** TM 004 692  
D.P.I. Primary Reading Criterion-Referenced

Screening Test, Levels 1, 2, 3.

Brown Education Center, Louisville, Ky.

Pub Date [Apr 75]

Note—117p.; For a related document, see TM 004 673

**EDRS Price MF-\$0.76 HC-\$5.70 PLUS POSTAGE**

Descriptors—\*Criterion Referenced Tests, \*Diagnostic Tests, Elementary School Students, Grade 1, Grade 2, \*Primary Education, Reading Comprehension, \*Reading Tests, \*Screening Tests, Student Evaluation, Student Needs, Testing, Visual Measures

The Diagnostic Prescriptive Individualized (D.P.I.) Primary Reading Criterion-Referenced Screening Test Levels 1, 2 and 3 are diagnostic tests geared toward aiding the teacher of grade 1 and 2 children in identifying the academic strengths, weaknesses, and needs of each student. These tests are concerned with the overall screening of skills of these children at the midpoint of their first year and the beginning of their second year. The test can be administered by the teacher or reading specialist. It should be given in two morning sessions lasting no more than one hour, although the test can be completed before this time; this allows the children ample time to respond. The only equipment needed by the children is crayons of different colors. The scoring of all tests can be done by the teachers for all 60 possible points on Level 1 and 100 possible on Level 2 or 3. The tests and directions for each level are included in the document. (DEP)

**ED 109 232** TM 004 693  
Huyser, Robert J. And Others

**Educational Assessment: The Michigan Plan.**

Pub Date 75

Note—20p.; Paper presented at the Annual Meeting of the American Educational Research Association (Washington, D.C., March 30-April 3, 1975)

**EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE**

Descriptors—Academic Achievement, Achievement Tests, Basic Skills, Decision Making, \*Educational Assessment, \*Educational Objectives, Educational Resources, Elementary Education, Grade 4, Grade 7, Mathematics, Reading, \*State Programs, \*Student Evaluation, Student Needs, \*Testing Programs

Identifiers—\*Michigan Educational Assessment Program

The Michigan Educational Assessment Program and its contribution to the improvement of education in the state are described in this report. The Program provides local and state educational decision-makers with necessary information on



human and financial resources and student attainment of sets of performance objectives thought to be necessary for students in the state. The educational assessment provides data useful in determining specific areas of academic need in the basic skills for individual students, classrooms, schools, and the entire state. The Michigan Educational Assessment Program is being improved and expanded to provide even better informational services to the state's educational system in the future. More complete testing of all learning areas will be done in future years and the program will be expanded to include grades one, four, seven, ten, and twelve. The ultimate goal of the Michigan Educational Assessment Program is to help assure that all Michigan pupils will attain in the basic skills. (Author/DEP)

**ED 109 233** TM 004 694

Klinzing, Hans Gerhard. Bar-on, Ehud. *The Structure of Interrelations Among Classroom Activities for Different Instructions Before and After Training.*

Tuebingen Univ. (West Germany). Center for New Learning Methods.

Spons Agency—Deutsche Forschungsgemeinschaft, Bonn - Bad Godesberg (West Germany); Volkswagen Foundation, Hanover (West Germany).

Pub Date [Apr 75]

Note—42p; Paper presented at the Annual Meeting of the American Educational Research Association (Washington, D.C., March 30-April 3, 1975); Not available in hard copy due to marginal legibility of original document

**EDRS Price MF-\$0.76 PLUS POSTAGE. HC Not Available from EDRS.**

Descriptors—Behavior Change, \*Class Activities, Evaluation Methods, Individualized Instruction, Interaction, \*Microteaching, \*Observation, Peer Relationship, \*Performance Based Teacher Education, Statistical Analysis, \*Teacher Behavior, Training Techniques, Video Tape Recordings

Identifiers—Flanders Interaction Analysis Categories, Smallest Space Analysis, Technion Diagnostic System

The three objectives of this study were: (1) To investigate the changes in different teaching behaviors effected by different instructions alone, training alone and the interaction between them when they are combined; (2) To reveal the structure of interrelations among classroom activities, classified according to two category observation systems, Flanders Interaction Analysis Categories (FIAC) and Technion Diagnostic System (TDS), in different situations; and (3) To check empirically the assumptions underlying these two category observation systems in a peer teaching situation. Smallest Space Analysis was used to reveal the structure of intercorrelations among classroom activities in a 2 X 2 factorial design. It was shown that instructions cause a change in the interrelation structure while training does not. The relationship among classroom activities showed a two-dimensional porex pattern where joint direction for FIAC and TDS was student initiation. Lateral direction was affective vs. instrumental for FIAC; knowledge vs. analytical and creative thinking for TDS. (Author/RC)

**ED 109 234** TM 004 695

Morrison, Max E. *Suggested Procedures for Developing an Efficient Testing Program.*

Pub Date Feb 75

Note—21p.

**EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE**

Descriptors—Decision Making, Diagnostic Tests, Elementary Secondary Education, \*Feedback, Instructional Improvement, Norm Referenced Tests, Standardized Tests, Student Evaluation, Student Needs, Testing, \*Testing Problems, \*Testing Programs, Test Interpretation, \*Test Results, Tests, \*Test Selection

Specifying the purpose and uses to be made of a test prior to administration is of paramount importance when one considers the time administrators and teachers spend on selecting, developing, administering and scoring tests and the amount of student time required to complete the tests. Determination of how test results will be used should be made prior to test development or selection. Possible questions needing answers may include: Is the purpose of the test to provide justification for a grade? Will the data be useful

in diagnosing pupil strengths and weaknesses? How do the results from this test compare with those in other areas? Why do some pupils perform less well in one area than in others? Are these results acceptable or can something be done to improve future performance? Will the results aid in identifying pupils with special problems? Answers to the above questions may raise additional concerns for the test administrator and he may have to look to other information sources or devise other means to obtain relevant data on student performance. Before any formal testing gets underway, all available information on file should be reviewed to determine if additional data is necessary. To justify the test, it must be ascertained that more precise information is needed and that the data derived from the test will add something of significance to what is already known. (Author/BJG)

**ED 109 235** TM 004 697

Villano, Maurice W.

*The Relationship of Certain Course Characteristics to Student Ratings of Science and Mathematics Teaching at Four-Year and Two-Year Colleges.*

Pub Date Apr 75

Note—19p; Paper presented at the Annual Meeting of the American Educational Research Association (Washington, D.C., March 30-April 3, 1975)

**EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE**

Descriptors—Academic Rank (Professional), Class Size, Colleges, College Students, \*Course Evaluation, \*Higher Education, Junior Colleges, \*Mathematics Instruction, Participant Satisfaction, \*Predictor Variables, Rating Scales, \*Science Instruction, Statistical Analysis, Student Evaluation, Teacher Rating

Identifiers—Student Appraisal of Teaching

The effect of class size, course level, instructor rank, campus, and subject area on 14,366 student ratings of 488 science and mathematics classes at a main university and 18 branch campuses was investigated. Class means were factor-analyzed and four resultant components of teaching performance were submitted to a 2x2x2x2x3 MANOVA. Discriminant functions of significant main effects and interactions did not sustain popular faculty notions ascribing the highest student evaluations to so-called favorable characteristics. Recommendations were made for controlling bias through norming, revision of the rating instrument, and future areas of study. The research instrument used in this investigation was a local adaption of the Student Appraisal of Teaching and is included in the appendix. (Author/RC)

**ED 109 236** TM 004 698

Dougherty, Larry W. And Others

*A Comprehensive Approach to Evaluating Educational Progress.*

Brookline Public Schools, Mass.

Spons Agency—Carnegie Corp. of New York, N.Y.; Robert Wood Johnson Foundation, New Brunswick, N.J.

Pub Date [Apr 75]

Note—25p; Paper presented at the Annual Meeting of the American Educational Research Association (Washington, D.C., March 30-April 3, 1975)

**EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE**

Descriptors—Child Development, Cognitive Development, \*Diagnostic Tests, Early Childhood Education, \*Identification, Intelligence Tests, Kindergarten, Learning Disabilities, Physical Health, Preschool Children, \*Preschool Evaluation, \*Preschool Programs, \*Program Evaluation, Statistical Analysis

Identifiers—\*Brookline Early Education Project

The Public Schools of Brookline, Massachusetts are operating a pilot program to assist families during the first five years of a child's life. The multidisciplinary program, entitled the Brookline Early Education Project (BEEP), aims to help each child obtain optimal physical, social, emotional, and intellectual development. The program begins at the child's birth and includes both diagnostic and education services throughout the preschool years. This paper focuses on the assessment of children when they enter kindergarten in the area of health, general cognition, specific cognition, social skills and executive skills. Procedures pilot tested to measure

these skills were the Pediatric Examination of Educational Readiness, the McCarthy Scales of Children's Abilities, the Meeting Street Screening Test, the Executive and Social Skills Profile, and the General Competence Rating Scale. (Author/BJG)

**ED 109 237** TM 004 699

Rim, Eui-Do

*A Stepwise Canonical Procedure and the Shrinkage of Canonical Correlations.*

Pub Date [Apr 75]

Note—13p; Paper presented at the Annual Meeting of the American Educational Research Association (Washington, D.C., March 30-April 3, 1975)

**EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE**

Descriptors—Analysis of Variance, \*Comparative Analysis, \*Correlation, \*Factor Analysis, Matrices, Prediction, \*Predictor Variables, \*Statistical Analysis, Validity

A stepwise canonical procedure, including two selection indices for variable deletion and a rule for stopping the iterative procedure, was derived as a method of selecting core variables from predictors and criteria. The procedure was applied to simulated data varying in the degree of built in structures in population correlation matrices, number of variables, and number of cases. A double cross-validation method was used to test the stability of the canonical correlations. The magnitudes and shrinkage of the largest and the mean significant canonical correlations were compared by means of MANOVA across the different decision rules, built in correlation structures. Number of starting variables, and number of cases. (Author)

**ED 109 238** TM 004 700

Sanders, James R.

*What Are We Doing in Formal Evaluation Training Programs?*

Pub Date [Apr 75]

Note—7p; Paper presented at the Annual Meeting of the American Educational Research Association (Washington, D.C., March 30-April 3, 1975)

**EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE**

Descriptors—\*College Curriculum, \*Educational Programs, Educational Research, \*Evaluation, \*Higher Education, \*Preservice Education, Professional Personnel, Program Evaluation, Trainees, Training

The field of formal evaluation is a newly developing one which requires that training programs encompass new concepts as well as those that are standard in preparing professionals for the field. They should be trained as data gatherers in many roles, they should be aware of new developments and be able to contribute to them. The curriculum make up of three universities, whom the author sees as having successful training programs are examined. Considerations are made as to what factors formal evaluation training programs should meet, such as the differences in training for academicians and a professional evaluators, the content of the program, and the personality types of students selected for these programs. (Author/DEP)

**ED 109 239** TM 004 701

Olson, Margot A.

*Criterion-Referenced Reading Assessment in a Large City School District.*

Pub Date 75

Note—16p; Paper presented at the Annual Meeting of the American Educational Research Association (Washington, D.C., March 30-April 3, 1975)

**EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE**

Descriptors—Cloze Procedure, \*Criterion Referenced Tests, \*Educational Assessment, Elementary Secondary Education, Item Analysis, Reading Comprehension, Reading Skills, \*Reading Tests, School Districts, Student Evaluation, \*Test Construction, Testing Programs, Urban Schools

Identifiers—\*Dallas Independent School District, Paragraph Reading Test, Survey of Reading Skills

The test-development process used to develop criterion-referenced tests in reading for a large-city school district's system-wide testing program is described. Two types of instruments were

developed: (a) a measure of students' ability to read textbooks at their assigned grade levels and (b) tests of enabling skills emphasized in the basal reading program. Item construction and selection techniques are described as well as the strategy underlying the use of the two types of tests. The paper is especially relevant to situations where criterion-referenced testing is applied outside the context of instructional development models. (Author)

ED 109 240 TM 004 702

Burrows, Charles K. Okey, James R.  
The Effects of a Mastery Learning Strategy on Achievement.

Spons Agency—National Center for the Development of Training Materials in Teacher Education, Bloomington, Ind.

Pub Date [Apr 75]

Note—13p.; Paper presented at the Annual Meeting of the American Educational Research Association (Washington, D.C., March 30-April 3, 1975)

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—\*Academic Achievement, Academic Aptitude, Achievement Rating, Diagnostic Tests, Educational Strategies, Elementary Education, \*Elementary School Students, Geometry, Individual Differences, Individualized Instruction, \*Instructional Innovation, Learning Motivation, \*Remedial Instruction, Statistical Analysis, \*Student Evaluation, Teaching Methods

Identifiers—\*Mastery Learning

Bloom has argued that most students, not just a few, should be able to do top quality school work if given appropriate instruction. Mastery learning, which includes frequent diagnostic testing followed by remedial instruction, has been proposed as an effective strategy for increasing pupil achievement. In this study, teachers used a mastery learning strategy with elementary school students in a geometry unit. An analysis of the data indicated that low mathematics aptitude fourth graders taught using a mastery strategy achieved at as high a level as high aptitude fifth graders taught in a more conventional manner. (Author)

ED 109 241 TM 004 704

Foster, Dennis R. And Others

Evidence for a Student-Centered Course Evaluation Form.

Pub Date [75]

Note—16p.

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—Classroom Environment, College Students, \*Course Evaluation, Factor Analysis, Factor Structure, Higher Education, Personal Growth, Self Evaluation, Student Attitudes, \*Student Centered Curriculum, \*Student Evaluation, \*Student Responsibility, Student Teacher Relationship, Teacher Role, \*Test Construction, Test Reliability, Test Validity

The purpose of the study was to develop a course-evaluation form for the assessment of student-centered courses. The development of the instrument was derived from theoretical views of student-centered courses which suggested five dimensions. The dimensions included bases of power, positive classroom environment, personal meaningfulness, student self-evaluation and personal responsibility for learning, and commitment or personal involvement. Items were written for each dimension. The 25 item instrument was administered to 321 graduate and undergraduate students. A factor analysis resulted in five factors: 1 - personal meaningfulness; 2 - classroom environment involving interaction of teacher, group and individual; 3 - diffusion of power or influence; 4 - self-evaluation and responsibility for learning; 5 - coercive power. The results tended to support the original factor structure with personal meaningfulness as the overriding factor. It was concluded that the instrument can be refined to provide a reliable and valid alternative method for teachers with student-centered course objectives. (Author)

ED 109 242 TM 004 705

Doherty, Victor W.

Appropriate and Inappropriate Uses of Performance Standards in School Evaluation.

Pub Date [Apr 75]

Note—9p.; Paper presented at the Annual Meeting of the American Educational Research Association (Washington, D.C., March 30-April 3, 1975)

EDRS Price MF-\$0.76 HC-\$1.58 PLUS

POSTAGE

Descriptors—Criterion Referenced Tests, Educational Objectives, \*Evaluation, \*Evaluation Criteria, Norm Referenced Tests, \*School Systems, \*Standards, \*Student Evaluation

The logic, i.e. the purposes, assumptions and implications of using performance objectives in evaluating schools is reviewed. The distinctions are recognized between standards for individuals and standards for groups as well as the distinction between normative and criterion-referenced standards. It is not appropriate to set standards for types of learning where cognitive development is a principal contributor to the type of capability being measured, if the intent of those standards is to try to get all students to achieve at a specified level. The integrated skills of reading and mathematics problem solving are examples. It is appropriate to set standards for acquiring finite bodies of information, or skills where their acquisition at the level designated is judged to be necessary for a well-defined purpose such as job competence, personal competence, social competence, or learning prerequisite to higher levels of education or training. (Author/RC)

ED 109 243 TM 004 706

Doherty, Victor W.

Framework of Organization and Policy for Evaluation in a Decentralized School District.

Pub Date [Apr 75]

Note—11p.; Paper presented at the Annual Meeting of the American Educational Research Association (Washington, D.C., March 30-April 3, 1975)

EDRS Price MF-\$0.76 HC-\$1.58 PLUS

POSTAGE

Descriptors—\*Administrative Organization, \*Decentralization, Educational Policy, Evaluation Methods, Professional Personnel, \*Program Evaluation, \*School Districts, \*School Superintendents, Staff Role, Testing Programs

Identifiers—\*Portland Oregon Public Schools

The Portland public school system is decentralized and has three administrative areas, each headed by a superintendent. Each area is provided with an evaluation administrator, and a central evaluation department is also maintained. Area evaluation is regarded as an essential function which each superintendent maintains for the improvement of programs in his area. Central evaluation audits the relative effectiveness of area programs and implements the district superintendent's ultimate responsibility for the quality of programs. Model policies for evaluation have been established in three fields in which central and area evaluators have encountered problems that needed to be resolved. (Author)

ED 109 244 TM 004 708

Carter, Wayne E.

A Taxonomy of Evaluation Models: Use of Evaluation Models in Program Evaluation.

Pub Date [Apr 75]

Note—37p.

EDRS Price MF-\$0.76 PLUS POSTAGE. HC Not Available from EDRS.

Descriptors—Classification, Comparative Analysis, Decision Making, Educational Needs, Educational Planning, \*Evaluation Methods, Information Needs, \*Models, \*Program Evaluation, \*Taxonomy

In the nine years following the passage of the Elementary Secondary Education Act (ESEA), several models have been developed to attempt to remedy the deficiencies in existing educational evaluation and decision theory noted by Stufflebeam and co-workers. Compilations of evaluation models have been undertaken and listings exist of models available for providing information for the decision process. By comparison of the models found in a literature search, the author has constructed a taxonomic representation of the existing decision-oriented evaluation models for the purpose of providing suggestions for the cooperative use of the models in accomplishing effective and efficient program evaluations. (Author)

ED 109 245 TM 004 709

Ebel, Robert L.

Current Issues in the Use of Tests in Education.

Pub Date [May 75]

Note—18p.; Paper presented at the Annual Meeting of the Washington Educational Research Association (Seattle, May 23, 1975)

EDRS Price MF-\$0.76 HC-\$1.58 PLUS

POSTAGE

Descriptors—Affective Tests, Cognitive Tests, Criterion Referenced Tests, \*Educational Testing, Intelligence Quotient, Intelligence Tests, Minority Groups, Norm Referenced Tests, Predictive Ability (Testing), Test Bias, Testing, \*Testing Problems, \*Tests, Test Validity

Six current issues in the use of tests are examined in this paper. Are the tests used in education valid? In general and to a reasonably satisfactory extent they are. Is the emphasis these tests place on cognitive achievements a serious limitation? Because of the basic and pervasive role of cognition in human affairs, and in the absence of any good alternative, it is not. Should we replace norm-referenced tests with criterion-referenced tests? In certain areas of learning where they are particularly appropriate, yes. In general, no. Are the tests biased against minorities? There seems to be little basis for the belief that they are. Is the I.Q. a myth? The notion of a latent-trait I.Q. that strongly influences rate of learning or amount that can be learned ultimately probably is a myth. In the absence of strong supporting evidence, it probably should be treated as a myth for the good of education and society. Finally, the competition engendered by testing seems distinctly more helpful than harmful. (Author)

ED 109 246 TM 004 710

Hathaway, Walter E.

The Appropriate and Inappropriate Uses of Grade Level Equivalents in School Evaluation.

Pub Date [Apr 75]

Note—13p.; Paper presented at the Annual Meeting of the American Educational Research Association (Washington, D.C., March 30-April 3, 1975); Not available in hard copy due to marginal legibility of original document

EDRS Price MF-\$0.76 PLUS POSTAGE. HC Not Available from EDRS.

Descriptors—Academic Achievement, Achievement Tests, Comparative Analysis, Educational Assessment, Elementary Education, Evaluation Methods, \*Grade Equivalent Scores, Measurement Techniques, \*School Districts, Standardized Tests, Student Evaluation, Testing, \*Testing Problems, \*Testing Programs, \*Test Interpretation, Test Results

The Portland Board of Education had requested that the Oregon Central Evaluation Department provide student achievement data so as to allow comparisons with other school districts by reporting national grade level equivalent (GLE) scores on standardized tests of reading and mathematics for grades 4 and 8. For years, the position of most research and evaluation personnel in Portland's district has been that national GLEs are an inadequate and misleading type of score for representing student achievement in the district. This position has been based on information about the discrepant meaning of GLEs from test to test and also upon certain technical characteristics of these scores that might make them unsuitable for research and evaluation purposes. This paper discusses the advantages, disadvantages, differences in variations, interpretations, interpolations and alternatives to reporting GLEs and other standardized scores. (Author/DEP)

ED 109 247 TM 004 711

Timm, Neil H. Carlson, James E.

Part and Bipartial Canonical Correlation Analysis.

Pub Date [Apr 75]

Note—30p.; Paper presented at the Annual Meeting of the American Educational Research Association (Washington, D.C., March 30-April 3, 1975)

EDRS Price MF-\$0.76 HC-\$1.95 PLUS POSTAGE

Descriptors—Computer Programs, \*Correlation, Data Analysis, \*Hypothesis Testing, \*Matrices, \*Statistical Analysis, \*Tests of Significance

Identifiers—Canonical Correlation Analysis

Part and bi-partial canonical correlations were developed by extending the definitions of part and bi-partial correlation to sets of variates. These coefficients may be used to help researchers explore relationships which exist among several sets of normally distributed variates. (Author)

ED 109 248 TM 004 712

Popp, Jerome A.

What is the Problem of Construct Validity?

Pub Date [Apr 75]

Note—22p.; Paper presented at the Annual Meeting of the American Educational Research Association (Washington, D.C., March 30-April 3, 1975)

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—\*Evaluation Methods, Statistical Analysis, \*Test Construction, \*Test Interpretation, Tests, \*Test Validity, Validity

Identifiers—\*Construct Validity

In this paper it is argued that the problem of construct validation in the construction of instruments and indicators is an important problem for educational researchers and practitioners; moreover, it is claimed that the popular notion of operational definition is a misleading idea which has obscured the problem of construct validity in educational inquiry. Degree of construct validity is defined as a probability and then interpreted in light of each of three views of probability: as a frequency, a propensity, and a degree of subjective belief. Finally, construct validity is examined with respect to questions of theoretical, practical, and statistical significance. (Author)

ED 109 249 TM 004 713

Poggio, John P. Fabry, Julian

The Factor Compatibility and Commonality of Coded-Expressed and Inventory Interests.

Pub Date [Apr 75]

Note—14p.; Paper presented at the Annual Meeting of the American Educational Research Association (Washington, D.C., March 30-April 3, 1975). Not available in hard copy due to marginal legibility of original document

EDRS Price MF-\$0.76 PLUS POSTAGE. HC Not Available from EDRS.

Descriptors—\*Classification, College Students, \*Comparative Analysis, Correlation, \*Factor Structure, Measurement Techniques, \*Occupational Choice, \*Occupational Tests, Vocational Interests

Identifiers—Strong Vocational Interest Blank

Results of a study investigating the extent of relationship between inventoried interests using the SVIB and expressed interests coded using each of the vocational classification schemes suggested by Holland, Roe, and Strong is reported. Expressed vocational choice as well as scores on 35 of the Strong Vocational Interest Blank (SVIB) were collected on 248 subjects. Employing canonical analysis between the SVIB scale scores and each of the expressed choice coding schemes, a high degree of similarity across the three separate classification schemes was found. However, redundancy coefficients between the SVIB and the expressed choice coding schemes revealed only marginal relationships. (Author)

ED 109 250 TM 004 714

Sewell, Alan F. And Others

Controlled Multivariate Evaluation of Open Education: Application of a Critical Model.

Pub Date [Apr 75]

Note—29p.; Paper presented at the Annual Meeting of the American Educational Research Association (Washington, D.C., March 30-April 3, 1975). For related documents, see ED 074 144, 090 299 and 093 930

EDRS Price MF-\$0.76 HC-\$1.95 PLUS POSTAGE

Descriptors—Academic Achievement, \*Comparative Analysis, \*Junior High Schools, Junior High School Students, \*Open Education, Program Development, \*Program Evaluation, Social Adjustment, Statistical Analysis, Student Characteristics, Student Evaluation, Test Results, \*Traditional Schools

This paper continues previous reports of a controlled multivariate evaluation of a junior high school open-education program. A new method of estimating program objectives and implementation is presented, together with the nature and degree of obtained student outcomes. Open-program students were found to approve more highly of their learning environment and to enjoy higher self-concepts than the traditional program control students, and at no loss in academic achievement. Studies of several student "types" showed the open program to be superior for underachievers, introverts, and extraverts. The criteria for transition of the program from "experimental" to "adopted" are discussed. (Author)

ED 109 251 TM 004 715

Cashell, Jane G. And Others

Styles of Instructional Development.

Pub Date [Apr 75]

Note—13p.; Paper presented at the Annual Meeting of the American Educational Research Association (Washington, D.C., March 30-April 3, 1975)

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—Administrative Problems, \*Adults, Curriculum Design, \*Curriculum Development, \*External Degree Programs, Higher Education, Instructional Design, Instructional Improvement, Instructional Innovation, Leadership, \*Multimedia Instruction, \*Team Administration

Identifiers—University of Mid America

The aspects of the team development style that were employed at the University of Mid-America (UMA) in developing multi-media instruction for a new and open university setting for adults are discussed in this paper. The experience of three team projects are drawn upon in defining some particular characteristics of internal team functioning and their relationships with the overall setting. Each team was assigned separate tasks; the first team was to develop instruction for an accounting course, team two was to acquire materials for an introductory course in psychology, and the third team was to develop a curriculum for a cultural history course. The activities of twenty staff members who made up the three teams were built around specific roles and responsibilities that were assigned to each person based on their expertise in that area. The internal and external conflicts that emerged as a result of individual differences and interest are discussed in this paper. (Author/DEP)

ED 109 252 TM 004 716

Breland, Hunter M. Breland, Nancy S.

DeFunis v. Odegaard and Some Inadequacies in Selection Models.

Pub Date [Apr 75]

Note—16p.; Paper presented at the Annual Meeting of the American Educational Research Association (Washington, D.C., March 30-April 3, 1975)

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—Admission (School), \*Admission Criteria, Bias, Civil Rights, Competitive Selection, Court Litigation, Evaluation Criteria, \*Law Schools, \*Minority Groups, \*Models, Prediction, Professional Personnel, \*Psychometrics

Identifiers—\*DeFunis v Odegaard, University of Washington Law School

Selection fairness is explored in the context of data from DeFunis v. Odegaard, the recent Supreme Court case, and societal demands for increased numbers of minority professionals. These models of selection fairness are considered: Clary's regression model, Darlington's subjective regression model, the equal risk model of Einhorn & Bass, Thorndike's constant ratio model, Cole's conditional probability model, and a new decision-theoretic utility model. Some formulations offer defensible theoretical positions, but all fail to provide a suitable basis for satisfying societal demands. It is concluded that all of these models would function better if the predictor were modified to include nonacademic measures. (Author)

ED 109 253 TM 004 717

Mink, Oscar G.

Facilitating Leadership: A Broader Look at Data Based Interventions.

Pub Date [Apr 75]

Note—10p.; Paper presented at the Annual Meeting of the American Educational Research Association (Washington, D.C., March 30-April 3, 1975)

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—\*Decision Making, Educational Diagnosis, Educational Planning, \*Higher Education, Information Utilization, \*Intervention, \*Leadership, Management Systems, \*Organizational Theories, Problem Solving, Self Evaluation, Staff Role, Systems Approach

Rational decision making by leaders in higher education and similar institutions suffers from both a lack of relevant data and the failure to use data when it is available. The purpose of this paper is to describe a process which when applied seems to facilitate the rational decision making processes of an institution's leadership. The process will get data into administrative thinking and decision making discussions. It enables

the majority of persons serving in leadership positions to function as leaders. Basically, the process is not simply one of gathering data and reporting it to a body of decision makers. Rather, it involves the decision makers in the process of obtaining and utilizing appropriate information and influences their thinking processes. The process then is formative as well as summative. The process is called a diagnostic review and self-study. The diagnostic review and self-study was developed expressly to meet the needs of voluntary organizations in periods of special crisis and decision as well as to facilitate a process of ongoing planning and decision making. (Author)

ED 109 254 TM 004 718

Huberty, Carl J. Smith, Douglas U.

Measures of Discrimination Among Achievement Levels in Statistics.

Pub Date [Apr 75]

Note—18p.; Paper presented at the Annual Meeting of the American Educational Research Association (Washington, D.C., March 30-April 3, 1975)

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—\*Academic Achievement, Classification, \*Courses, Grades (Scholastic), \*Graduate Students, Graduate Study, \*Predictor Variables, Statistical Analysis, \*Statistics, Student Characteristics

Eight discriminators were identified and data were obtained from the records of 80 graduate students who attained one of four achievement levels at the conclusion of a beginning course in educational statistics. Although the internal discriminatory power of the set of eight measures was very high, estimates of the true power were discouragingly low. Two GRE measures were judged to be the best discriminators, but very poor when considered alone or in combination. Prediction for the second achievement level appeared fairly strong, even for an external analysis. Linear as well as quadratic classification results are included. (Author)

ED 109 255 TM 004 720

Shepard, Lorrie

Reporting the Results of Statewide Assessment.

Pub Date [Apr 75]

Note—16p.; Paper presented at the Annual Meeting of the American Educational Research Association (Washington, D.C., March 30-April 3, 1975)

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—\*Educational Assessment, Guidelines, \*Information Dissemination, Program Descriptions, Program Planning, \*State Programs, \*Test Results

Reporting the results of statewide assessment looms as a problem as more states pass from the planning to implementation phase in their assessment programs. When energies are focused on the purpose of the assessment, formulating objectives, and instrument construction, reporting takes a back seat because it happens last. There are some general principles to be followed in order to report effectively the results of a large scale assessment program. This paper begins with several recent references on how to report the results of large scale assessment programs. The remainder of this paper is intended to provide specific new thoughts for implementation of old principles. The ultimate success of state assessment programs will depend on how well assessment results are reported to their various audiences. In this paper, the most compelling recommendations for improving reporting practices are plan ahead, develop different reports for different audiences, and field test report formats to determine the language and content that are most meaningful to respective audiences. Reporting should receive the same careful attention as instrument construction with sufficient opportunity for feedback from intended users. (Author/DEP)

ED 109 256 TM 004 722

Bayless, D. L. And Others

Considerations and Procedures in National Norming: An Illustration Using the ACT Assessment of Career Development and ACT Career Planning Program, Grades 8-11. Research Report No. 65.

American Coll. Testing Program, Iowa City, Iowa. Research and Development Div.

Report No—ACT-RR-65



Pub Date Jul 74

Note—34p.

Available from—ACT Publications, P.O. Box 168, Iowa City, Iowa 52240 (\$1.00)

EDRS Price MF-\$0.76 HC-\$1.95 PLUS POSTAGE

Descriptors—Career Education, Comparative Testing, Measurement Techniques, \*National Norms, \*Norms, Probability, Raw Scores, \*Sampling, Scoring, Secondary Education, Standardized Tests, \*Statistical Analysis, Student Evaluation, Testing, \*Test Interpretation, Test Results

Raw scores on most standardized educational and psychological assessment instruments acquire meaning only when referenced to a set of norms. Test publishers should clearly describe their norming procedures, including the target population and the sample on which the norms are based. The primary purpose of this report is to illustrate some of the major considerations in obtaining normative data, procedures that can be used, and problems encountered in norming studies. Norming procedures used in two of American College Test (ACT's) assessment programs for career guidance, the Assessment of Career Development and the Career Planning Program, Grades 8-11, are described for purposes of illustration. Norms for these programs are based on a three-stage nationwide probability sample of 32,000 8th, 9th, and 11th graders in 197 schools. This report also documents the nature of the sample and the sampling procedures used in ACT's Nationwide Study of Student Career Development. (Author)

ED 109 257 95 TM 004 723

Leicht, Kenneth L.

Role of Teacher Structuring and Student Structuring of Learning Materials in Student Learning. Final Report.

Illinois State Univ., Normal.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research. Bureau No.—1-0528

Pub Date Dec 73

Grant—OEG-5-71-0054(508)

Note—9p.

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—\*Academic Achievement, Analysis of Variance, \*Classification, College Students, \*Instructional Materials, Learning Characteristics, Multiple Choice Tests, \*Performance Factors, Reading Tests, Student Attitudes, Teacher Attitudes, Teacher Influence, Teaching Methods, \*Testing

This project determines the extent to which similarity of teacher and student structuring of class materials is related to student performance on tests covering the materials. Information about how student and teacher structure the materials was obtained through a matching test. During the second stage of the project, three alternative procedures were considered. In terms of the amount of information obtained per unit of time spent by subject, the following procedure was adopted. Fifteen statements were selected from each of the four sets of learning materials to be used in the study proper. Subjects were given a 15-page booklet in which a different one of the statements appeared at the top of each page. The remaining 14 statements appeared below, and the subject was asked to check which of the 14 statements was similar in content to the statement at the top of the page. The results show that the particular teacher does not affect student achievement, that student reading facilitates achievement, as does teacher presentation, and that no teacher presentation is more important if students have had prior exposure to learning materials. Differences in agreement on classification of learning materials has no effect upon student achievement, on the average. However, the correlation between student categorizing of learning materials and teacher classification of learning materials is negative, indicating that student and teacher alike must view learning materials before student achievement is accelerated. (Author/DEP)

ED 109 258 TM 004 727

Bower, George L. And Others

A Concurrent Validity Study Relating the Armed Services Vocational Aptitude Battery to Success in High School Vocational-Technical Courses. Final Report.

Armed Forces Vocational Testing Group, Randolph AFB, Tex. Research Div.

Report No—AFVTG-TRN-74-4

Pub Date Jan 75

Note—15p.; For related documents, see TM 004 728 and 733

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—Academic Achievement, Armed Forces, \*High School Students, \*Occupational Tests, \*Predictive Ability (Testing), Predictive Validity, Secondary Education, Secondary School Counselors, Test Interpretation, \*Test Validity, \*Vocational Aptitude, Vocational Education

Identifiers—\*Armed Services Vocational Aptitude Battery

This Technical Research Note is designed for reference by high school counselors, service test administrators, and educational specialists as a supplemental guide to the interpretation of Armed Services Vocational Aptitude Battery (ASVAB) results in local guidance and counseling programs. This study examined the validity of specific ASVAB composites for a sample of 6,130 students in 25 high schools offering vocational-technical curricula. School samples were obtained through voluntary participation. (Author)

ED 109 259 TM 004 728

Harris, Randolph K. Huckell, Raymond K., Jr. Predicting Academic Success in Secondary Schools from the General Technical Composite on the Armed Services Vocational Aptitude Battery.

Armed Forces Vocational Testing Group, Randolph AFB, Tex. Research Div.

Report No—AFVTG-TRR-74-2

Pub Date Dec 74

Note—18p.; For related documents, see TM 004 727 and 733

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—\*Academic Achievement, Armed Forces, Correlation, Grade Point Average, \*High School Students, \*Occupational Tests, \*Predictive Ability (Testing), Secondary Education, Socioeconomic Status, \*Vocational Aptitude, Vocational Education

Identifiers—\*Armed Forces Vocational Aptitude Battery

This Technical Research Report gives correlations between student scores on the General Technical (GT) composite of the Armed Services Vocational Aptitude Battery and cumulative grade point averages (GPAs). Data were collected on 911 juniors and seniors selected from a sample at 22 secondary schools in the San Antonio metropolitan area. The GT score was found to significantly relate to overall academic performance for 19 out of the 22 samples, with a median rho of .44. Results indicate that the level of relationship was not differentially affected by school-specific ethnic group composition, school expenditures or average teacher/pupil ratio. Neither the samples used nor conclusions presented in this study should be construed as representative of high schools throughout the country. Since socio-economic levels represented in the various samples go from the highest to the lowest ranges, limited generalizations may be meaningful to other school districts with similar diverse populations. This is an initial report exploring the relationship between student performance on various ASVAB scales and various criteria in the civilian academic sector. Additional studies will further assess relationships across various grade levels, in differing types of training situations, and across different time spans. As such, this first study should be interpreted as a prelude to additional and more comprehensive analyses of the Armed Services Vocational Aptitude Battery. (Author)

ED 109 260 TM 004 729

Klein, Stephen P. And Others

A Progress Evaluation of Four Bilingual Children's Television Shows.

Pub Date Apr 75

Note—18p.; Paper presented at the Annual Meeting of the American Educational Research Association (Washington, D. C., March 30-April 3, 1975)

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—Academic Achievement, Analysis of Covariance, \*Biculturalism, \*Bilingual Education, Bilingual Students, Criterion Referenced Tests, \*Educational Television, Elementary Education, \*Elementary School Students,

Grade 1, Program Effectiveness, \*Program Evaluation, Self Concept, Spanish Speaking, Test Construction

An evaluation of a bilingual education TV series was conducted involving 6-year-old English speaking, Spanish speaking, and bilingual children at four sites. Children were assigned to control and experimental groups with the latter group seeing four 30 minute shows. A pretest-posttest design was employed with the pretest serving as the covariate in the analyses of the data. Results indicated statistically but not educationally significant effects of the shows for certain objectives. The implications of these findings and the factors that may have influenced them are discussed. (Author)

ED 109 261 95 TM 004 730

deAvila, Edward A. Havassy, Barbara

I.Q. Tests and Minority Children.

Dissemination Center for Bilingual Bicultural Education, Austin, Tex.; Multilingual Assessment Program, Stockton, Calif.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date Jan 74

Note—40p.

Available from—Dissemination Center for Bilingual Bicultural Education, 6504 Tractor Lane, Austin, Texas 78721 (\$1.00)

EDRS Price MF-\$0.76 PLUS POSTAGE. HC Not Available from EDRS.

Descriptors—Achievement Tests, Computer Programs, Culture Free Tests, Elementary Education, Individual Tests, \*Intelligence Quotient, \*Intelligence Tests, \*Minority Group Children, Models, Norms, Program Evaluation, Socialization, Student Evaluation, Test Bias, \*Testing Problems, Test Interpretation

Identifiers—Elementary Secondary Education Act Title VII, ESEA Title VII, PAPI, Piagetian Tasks, \*Program Assessment Pupil Instruction System

Test publishers and the users of standardized IQ and summary-score achievement tests have failed to consider the problems associated with testing the minority child. Since the results of these tests are used to determine the education, economic, and social future of children, a harder look at the minority child's cultural background is essential. The problem of testing cannot be solved by recreating standardized tests for minority children which are based on old conceptions of intelligence and educational achievement. A radical change in the whole approach to testing and the generation of entirely different models of education and of testing is needed. The Program Assessment Pupil Instruction (PAPI) System is one step in an attempt to move in a new direction. The PAPI uses four Piagetian-based measures: Cartoon Conservation Scales; Water Level Task; Figure Intersections Tests; and Serial Task. This system can be used with any child to produce educational program data, or data for program evaluation. Given the problems associated with testing, the PAPI system suggests one approach to the issue which speaks to the different needs of people within the educational community. (RC)

ED 109 262 TM 004 731

Kral, Paul A. And Others

The Effects of Short Interval Delay of Reinforcement Upon Human Discrimination Learning. IMRIR Papers and Reports Vol. 4 No. 12.

George Peabody Coll. for Teachers, Nashville, Tenn. Inst. on Mental Retardation and Intellectual Development.

Spons Agency—National Inst. of Child Health and Human Development (NIH), Bethesda, Md.

Pub Date 67

Note—28p.

EDRS Price MF-\$0.76 HC-\$1.95 PLUS POSTAGE

Descriptors—\*Conditioned Response, \*Discrimination Learning, Experiments, Learning, Learning Theories, \*Reinforcement, Response Mode, Statistical Analysis, \*Stimulus Behavior, \*Time Factors (Learning)

Investigates the effect of delay of reinforcement upon human discrimination learning with particular emphasis on the form of the gradient within the first few seconds of delay. In previous studies subjects are usually required to make an instrumental response to a stimulus, this is followed by the delay interval, and finally, the rein-

forcement occurs. The present procedure did not require any instrumental response during the experimental treatment. Instead, a pair of stimuli was presented for a brief period, a delay interval occurred, and then a light appeared over the stimulus that the subject was instructed to remember. In the present situation the subject is required to associate a stimulus with the reinforcement light. Classical conditioning literature indicates that an interstimulus interval of about .50 sec. produces optimal conditioning. Even small changes in either direction from this interval produce performance decrements. Thus, evidence from both animal discrimination learning and classical conditioning support the importance of the first second or two of the interval between the occurrence of two stimuli that are to become associated. In this series of experiments, particular attention was given to delay intervals between 0 and 2.0 sec. with other delays ranging up to 5.0 sec. (Author/RC)

ED 109 263 TM 004 733

Wilfong, Harry D. And Others

Percentile Normative Tables for the Armed Services Vocational Aptitude Battery (1973-74 School Year Data Base).

Armed Forces Vocational Testing Group, Randolph AFB, Tex. Research Div.

Report No.—AFVTG-TRN-74-3

Pub Date Dec 74

Note—94p; For related documents, see TM 004 727 and 728

EDRS Price MF-\$0.76 HC-\$4.43 PLUS POSTAGE

Descriptors—Armed Forces, High School Students, "National Norms," "Occupational Tests," "Raw Scores, Secondary Education, Secondary School Counselors, Statistical Analysis, "Tables (Data), Test Interpretation, "Test Results, Vocational Aptitude

Identifiers—\*Armed Services Vocational Aptitude Battery

This report summarizes test performance for 771,031 students tested on Armed Services Vocational Aptitude Battery (ASVAB) Form 2 during school year 1973-74, with separate normative tables provided by sub-test, aptitude composite, grade, sex and geographic region. New data are provided for ninth grade and post-high school students. Information contained in the tables parallels percentile scores reported for individual students to be tested with ASVAB in school year 1974-75. Percentile tables in the present report are designed for use by high school counselors as an interpretative guide and a supplemental reference to the AFVTG computer printout of student test scores. Users are cautioned that 1974-75 represents the first time ASVAB percentile scores are to be computed around empirically developed student norms rather than representative service derived mobilization population samples. As such, the data are not representative of the total available high school population, but do characterize actual test performance of students examined during the preceding year's test cycle. Additionally, where individual test score comparisons from one year to the next may be required, the 1974-75 ASVAB percentile reports will represent different levels of student performance over previous reports (i.e., prior to September 1974). (Author/RC)

ED 109 264 TM 004 734

Rever, Philip R. Kojaku, Lawrence K.

Access, Attrition, Test Scores and Grades of College Entrants and Persisters: 1965-1973.

American Coll. Testing Program, Iowa City, Iowa.

Pub Date Apr 75

Note—21p; Paper presented at the National Conference of the American Association of Collegiate Registrars and Admissions Officers (65th, Minneapolis, Minnesota, April 1975)

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—Academic Achievement, Academic Aptitude, College Admission, "College Freshmen, College Students, "Comparative Analysis, Grade Point Average, "Grades (Scholastic), Higher Education, "Longitudinal Studies, Scores, Statistical Analysis, "Test Results

This study contrasts the distributions of indices of academic abilities and achievements of entering freshmen classes and of classes that were intact at the end of the first year of college over an eight-year period. The data reported are based on

two groups of students, one comprised of all students who completed the American College Test (ACT) Assessment Program and subsequently enrolled in college, and the other group comprised of all students in the first group completing their first year of college. Data collected show a decline in ACT test scores, an increase in the high school grades of college entrants, and the stability of test scores and increases in college grades of freshmen completing their first year of college. (Author)

ED 109 265 95 TM 004 864

Nafziger, Dean H. And Others

Tests of Functional Adult Literacy: An Evaluation of Currently Available Instruments.

Northwest Regional Educational Lab., Portland, Oreg.

Spons Agency—Office of Education (DHEW), Washington, D.C. Office of Planning, Budgeting, and Evaluation.

Pub Date Jun 75

Contract—OEC-300-75-0098

Note—108p.

EDRS Price MF-\$0.76 HC-\$5.70 PLUS POSTAGE

Descriptors—Adult Literacy, \*Adults, Criterion Referenced Tests, Evaluation, Evaluation Criteria, \*Functional Illiteracy, \*Reading Tests, Standardized Tests, Testing, \*Test Reviews, \*Tests, Test Validity

Currently available measures of functional literacy for adults are reviewed and evaluated. This report concentrates on tests that are referenced to literary skills important to an adequately functioning adult, such as life skills, coping skills, etc. Because functional literacy has frequently been defined in terms of a grade level equivalent or some other norm, adult reading tests referenced to a norm group are also included. A common set of 40 criteria categorized under four main headings are used: measurement validity, examinee appropriateness, technical excellence, and administrator usability. The report provides teachers and administrators in Right-to-Read and other adult education programs a reference for use in identifying and judging the value of tests available for assessing adult functional literacy. To increase its utility as a reference, summaries of a number of tests designed for adults are included. The report consists of six major parts: (1) Problems in Defining and Measuring Literacy; (2) Test Identification; (3) Evaluative Criteria; (4) Test Reviews; (5) Test Evaluations; and (6) Summary. Because many tests of functional literacy are newly developed or still being developed, there may be tests which should have been—but could not be—included in this report. No one set of criteria is appropriate for judging all tests. Thus, these test evaluations must be interpreted with respect to the intended use of each test. (Author/RC)

## UD

ED 109 266

UD 014 775

Jablonsky, Adelaide, Comp.

Special Programs and Their Effects on Minority Children and Youth: An Annotated Bibliography of Doctoral Dissertations.

Columbia Univ., New York, N.Y. ERIC

Clearinghouse on the Urban Disadvantaged.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date Jul 75

Contract—NE-C-400-75-0008

Note—130p; ERIC-CUE Doctoral Research Series, Number 9, July 1975

Available from—Institute for Urban and Minority Education, Box 40, Teachers College, Columbia University, New York, N.Y. 10027 (\$2.50, paper)

EDRS Price MF-\$0.76 HC-\$6.97 PLUS POSTAGE

Descriptors—Academic Achievement, \*Annotated Bibliographies, Community Influence, \*Doctoral Theses, Early Childhood Education, Family Influence, \*Minority Group Children, \*Program Evaluation, Psychological Studies, Racial Differences, \*Special Programs, Student Attitudes, Teaching Methods

This annotated bibliography is the ninth in the Doctoral Research Series. It encompasses doctoral research on special programs and their ef-

fects on minority children and youth reported in "Dissertation Abstracts International" from 1965 through June 1973. The citations are arranged in the following categories: early childhood (Head Start, Follow Through, other preschool and primary programs), family and community influence (the achievement of students, other studies), school achievement, and other studies. Within each category, the abstracts are presented in order of year of completion. The abstracts have also been cross-referenced in a subject index, and author and institution indexes are provided. (JM)

ED 109 267

UD 015 127

Akin, John S.

"Equal Educational Opportunity": Alternative Financing Methods for Public Education.

Wisconsin Univ., Madison. Inst. for Research on Poverty.

Spons Agency—Office of Economic Opportunity, Washington, D.C.

Report No.—IRP-DP-114-72

Pub Date Feb 72

Note—39p.

Available from—Institute for Research on Poverty, University of Wisconsin, Madison, Wisconsin (Price not quoted)

Document Not Available from EDRS

Descriptors—\*Educational Finance, \*Educational Opportunities, Equalization Aid, \*Finance Reform, Policy Formation, Public Education, \*Public Policy, School District Spending, School Support, State Government, \*State School District Relationship, Supreme Court Litigation, Tax Allocation

This paper traces the evaluation of state-local public education finance systems to present; examines the prevalent foundation system of finance; discusses the "Serrano" decision and its implications for foundation systems; and, after an examination of three possible new approaches, recommends an education finance system. The first of the new approaches is that states assume the total financing of education by means of state taxes—property or nonproperty—to raise revenues sufficient to finance state-determined levels of expenditure. In the second alternative, based on the information program method of school finance, the state sets a maximum spending level. A foundation program sets a level of required expenditure and a level of required local tax "effort." The third alternative, a slightly different variation of the normal foundation program, is called the "effort equalized price" system. Districts will be allowed to tax themselves as much as they desire with the knowledge that this "effort" on their part will result in as many added revenue dollars as will equal extra effort in any other district. This removes the necessity for the state to set an absolute maximum expenditure ceiling. The major basis of choice among possible systems is relative equity and efficiency. Political feasibility, however, is taken into consideration. (Author/JM)

ED 109 268

UD 015 130

National Policy Conference on Education for Blacks: Proceedings, March 29-April 1, 1972, Washington, D.C.

Congressional Black Caucus, Washington, D.C.

Pub Date Mar 72

Note—150p.

EDRS Price MF-\$0.76 HC-\$6.97 PLUS POSTAGE

Descriptors—Community Involvement, \*Conference Reports, Early Childhood Education, Educational Change, Educational Finance, \*Educational Needs, \*Educational Policy, \*Educational Problems, Legal Problems, \*Negro Education, Public Policy, Secondary Education, Student Rights

These proceedings are a record of the dialogue and presentations that took place at the National Policy Conference on Education for Blacks. Papers and speeches were presented on a variety of subjects stated to be central to the issues of whether education for black people in America is adequate; and whether it must be radically changed. The major papers, prepared to address seven central issues, and the discussions from the workshops on those issues, are summarized herein, along with the speeches and a special session held at the request of a group of the conferees. The seven central issues are: legal aspects of education, school finance, students' rights, community involvement, early childhood education, elementary and secondary education, and

post-secondary education. The major speakers were: Representative Louis Stokes, Kenneth B. Clark, Arthur A. Fletcher, Carl B. Stokes, Nathaniel R. Jones, and Vivian W. Henderson. Also included are a statement by the project director, Bernard C. Watson, the conference program, and an "Appendix" focusing on the "occupational and geographical breakdown of conference participants." (Author/JM)

**ED 109 269** UD 015 174  
Picou, J. Steven. Curry, Evans W.

**Athletic Success as a Facilitator of Adolescents' Mobility Orientations: A Black-White Comparison.**

Pub Date Apr 74

Note—24p.; Paper presented at the Southern Sociological Society Annual meeting (Atlanta, Georgia, April 1974)

**EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE**

**Descriptors**—Academic Achievement, \*Academic Aspiration, \*Adolescents, \*Athletics, Economic Opportunities, Educational Objectives, High School Students, Negro Students, Negro Youth, Peer Groups, \*Racial Differences, Social Mobility, Social Opportunities, Success Factors

Identifiers—Louisiana

Past research is held to indicate a consistent relationship between participation in interscholastic athletics and educational orientations. This research is said to focus specifically on the "athletic success." Athletic success should be a stronger facilitator of the mobility attitudes of black youth, it is argued, because sports is fast becoming a viable avenue of mobility for blacks in the U.S. The data for this study come from a statewide probability sample of Louisiana high school seniors, collected in 1970. Variables incorporated in the analysis include socioeconomic status, scholastic performance, significant other influence, athletic success, and educational aspirations. The results of a partial correlation and regression analysis are said to indicate that athletic success is significantly related to the educational aspirations for only the black respondents. This finding, along with others, is considered to lead to the conclusion that the student-athlete role provides behaviors that lead to higher-status educational orientations primarily for black youth; white youths' aspirations appear to develop more so in terms of relationships posited in current models of status attainment. Some suggestions are presented which modify achievement models for black athletes, and several alternative research strategies are outlined. (Author/JM)

**ED 109 270** UD 015 274

Banks, James A.

**Cultural Pluralism: Implications for Curriculum Reform.**

Pub Date Apr 75

Note—33p.; Revised version of paper presented at the Conference on Pluralism in a Democratic Society sponsored by the Anti-Defamation League of B'nai B'rith (New York, New York, April 1975)

**EDRS Price MF-\$0.76 HC-\$1.95 PLUS POSTAGE**

**Descriptors**—Acculturation, Cultural Education, Cultural Factors, \*Cultural Pluralism, Culture Contact, \*Curriculum Development, \*Educational Objectives, \*Educational Philosophy, Educational Policy, \*Ethnic Studies, Learning Characteristics, Minority Groups, Public Policy, Socialization

This paper asserts that neither the cultural pluralist nor the assimilationist ideology can adequately guide curriculum reform, and advocates the adoption of a pluralist-assimilationist ideology. The pluralist-assimilationist assumes that while the ethnic group and the ethnic community are very important in the socialization of individuals, individuals are strongly influenced by the common culture during their early socialization, even if they never leave the ethnic community. The primary goal of the curriculum, according to this ideology, should be to help children learn how to function more effectively within their own ethnic culture, within the wider common culture, and within other ethnic communities. The pluralist-assimilationist also assumes that ethnic minorities do have some unique learning styles, although they share many learning characteristics with other children. It is held that curriculum reform must have several major goals:

(1) to help individuals to clarify their ethnic identities and to function effectively within their own ethnic communities; (2) to discourage ethnic ethnocentrism; and (3) to help students to develop the ability to make reflective decisions so that they can resolve personal problems and undertake effective social action. Ethnic studies should be viewed as a process of curriculum reform. (Author/JM)

**ED 109 271** UD 015 305  
Employer's Manual on Affirmative Action in Employment.

Kentucky State Commission on Human Rights, Frankfort.

Pub Date Jul 73

Note—27p.

**EDRS Price MF-\$0.76 HC-\$1.95 PLUS POSTAGE**

**Descriptors**—Administrative Policy, \*Administrative Principles, Business Responsibility, Civil Rights, Employment Opportunities, \*Employment Practices, \*Equal Opportunities (Jobs), Guides, Industry, \*Manuals, Minority Groups, Recruitment, State Government, Working Women

Identifiers—\*Affirmative Action, \*Kentucky

The express purpose of this manual is for its use by business and industry in Kentucky as an aid to eliminate discrimination. Affirmative action is defined here as a comprehensive effort by an employer designed to: employ women and minority persons where they are under-utilized; include minority persons and women in all facets of the company's operations—from management to maintenance; increase company awareness of an interest in the whole of its community; and, insure that company policy toward equal opportunity is not negative, and not neutral—but positive. A model plan is detailed. It is asserted that the manual should be used by a company in developing its own affirmative action policy; that it incorporates quite specific and comprehensive policies and procedures, which, if adopted and followed, should help a company move toward the goal of equal employment opportunity. Testing and other employee selection criteria are discussed. Several lists of Kentucky-based organizations which may be able to assist a company to recruit and hire minority and female persons are given, including: National Association for Advancement of Colored People; Urban Leagues; Official Human Rights Agencies, Unofficial Human Rights Agencies, Women's Groups, Community Action Commissions, Black Communication Media, State and Local Agencies, Schools, and Area Development Districts. (Author/JM)

**ED 109 272** UD 015 306

**The Kentucky Civil Rights Act: Explanation, the Act, Regulations.**

Kentucky State Commission on Human Rights, Frankfort.

Pub Date 20 Mar 74

Note—46p.; Seven pages of the text of this document relating to guidelines on religious discrimination, sex discrimination, and employment testing have been deleted due to poor reproducibility; Best copy available

**EDRS Price MF-\$0.76 HC-\$1.95 PLUS POSTAGE**

**Descriptors**—Civil Rights, \*Civil Rights Legislation, Employment Opportunities, Housing Discrimination, \*Law Enforcement, Public Facilities, Racial Discrimination, Racial Integration, Real Estate, Sex Discrimination, \*State Agencies, State Government, \*State Legislation

Identifiers—Age Discrimination, \*Kentucky

The Kentucky Civil Rights Act, introduced on January 4, 1966, enacted January 27, 1966 and effective July 1, 1966 is said to meet the requirements of the Federal Civil Rights Act of 1964. In 1968, the Act was amended to prohibit housing discrimination. In 1972, the coverage of the Act was extended to prohibit employment discrimination because of sex, and age between 40 and 65. The amendments of 1972 also removed exemptions in the earlier Act in the areas of public accommodations and housing and thereby provided even greater protection for the rights of citizens of the Commonwealth. The Kentucky Civil Rights Act is stated to contain several significant features. Some are similar to those found in other states' laws, or suggested by various authorities; some are new in civil rights legislation. Features which are asserted to make the Act as strong as

possible include the following: (1) the employment section applies to the State; (2) discriminatory advertising is prohibited in connection with employment, public accommodations, and real estate transactions; (3) the Commission can require the posting of notices by employers, employment agencies, labor unions, licensing agencies, public accommodations, and all real estate operations and apartments subject to the Act; and (4) commission members can initiate complaints. Nine other such features are also specified. (Author/JM)

**ED 109 273** UD 015 307  
Alternatives: A Survey of Title III, ESEA, Projects in New Mexico.

New Mexico State Dept. of Education, Santa Fe.

Pub Date Aug 74

Note—77p.; Several pages of photographic illustrations have been deleted from this document for reproducibility reasons

**EDRS Price MF-\$0.76 HC-\$4.43 PLUS POSTAGE**

**Descriptors**—\*Alternative Schools, Bilingual Teachers, \*Compensatory Education Programs, \*Educational Innovation, Educational Resources, Educational Television, Guidance Programs, \*Program Descriptions, Remedial Reading, Rural Education, School Buses, Teacher Education, Tutorial Programs

Identifiers—Elementary Secondary Education Act Title III, ESEA Title III, New Mexico

This survey provides a moderately detailed description of each of 13 projects funded under 1965 Elementary Secondary Education Act Title III. Freedom High School is an alternative school. The Resource Room for Visually Impaired Children was established in 1972. The Remedial Motor Dysfunction project helps elementary school students to enter a regular classroom. The Bilingual Bicultural Teacher Training Network trains specialized teachers. The Televised Cultural Awareness in Carlsbad project uses television in Kindergarten through Second Grade classrooms. The School Bus Classroom project uses the hours spent by children on buses by providing them with educational experiences via video. The Espanola Reading Centers is an exemplary remedial reading program. It is stated here. The Student Tutors for Individualized Instruction project is located at Floyd Elementary School. The Educational Services Center was designed to provide poor rural school districts with needed services. The Cooperative Guidance Program serves all students and parents. The Parent-Kindergarten Liaison Program was begun in the Pecos Independent Schools during the 1972-73 school year. The Roswell Independent Schools Study focuses on the feasibility of extended school year plans. The Special Education Instructional Materials centers are located in four communities. (Author/JM)

**ED 109 274** UD 015 308

**Dissemination Title III ESEA.**

Illinois State Office of the Superintendent of Public Instruction, Springfield.

Pub Date [70]

Note—27p.

**EDRS Price MF-\$0.76 HC-\$1.95 PLUS POSTAGE**

**Descriptors**—Compensatory Education Programs, Delivery Systems, Documentation, \*Educational Innovation, \*Information Dissemination, Information Services, \*Program Administration, Program Descriptions, Program Evaluation, Publications, \*Publicize, Public Relations

Identifiers—Elementary Secondary Education Act Title III, ESEA Title III, Illinois

This document is designed to assist Illinois Elementary Secondary Education Act Title III project directors in familiarizing all phases of the public with their innovative programs. The first section of the document is an overview. The sections that follow give an explanation of the dissemination goals and certain conditions most suitable for their effectiveness; contain additional suggestions for a dissemination program; consist of various criteria which may be used to judge the effectiveness of a dissemination process at the local level (meant to assist with developing the proper focus on project communications, and then monitoring these components regularly); specify the latest copyright regulations and procedures; list various educational organizations with whom it is possible to exchange ideas on the operation and success of an innovative program; list newsletters and magazines to whom it is possible



ble to submit articles involving an innovative program; and, focus on the ERIC system and what it can do to assist a Title III project director. The locations of each ERIC computer in Illinois and surrounding states are specified, as well as instructions on how to use this resource. (Author/JM)

ED 109 275 UD 015 309

**Developments in Aging: 1974 and January-April 1975. A Report of the Special Committee on Aging, United States Senate Pursuant to S. Res. 267, March 1, 1974.**

Congress of the U.S., Washington, D.C. Senate Special Committee on Aging.  
Pub Date Jun 75

Note—410p.; Many of the footnotes to the text of this document may not be clearly legible on reproduction due to the print size of the original

EDRS Price MF-\$0.76 HC-\$20.94 PLUS POSTAGE

**Descriptors**—Delivery Systems, Economic Opportunities, Employment Opportunities, Federal Government, Federal Legislation, \*Financial Needs, \*Government Role, \*Health Needs, Housing Opportunities, Human Services, Nursing Homes, \*Older Adults, Personal Care Homes, \*Public Policy

The Special Committee on Aging, established in 1961 by Senate Resolution 33, Eighty-seventh Congress, was charged with making a full and complete study and investigation of problems and opportunities of older people, including problems and opportunities of maintaining health, of assuring adequate income, of finding employment, of engaging in productive and rewarding activity, of securing proper housing, and, when necessary, of obtaining care or assistance. The committee has examined "the administration strategy for cut-backs in aging"; "immediate and long-range directions in social security"; medicare and proposed national health insurance plans; nursing homes; employment problems related to recession; housing legislation; the Older Americans Act; training, research, and education; transportation; and, volunteer and community service by the elderly. Recommendations are made for legislative action and change in administrative policies. Also included are "Minority Views" and five "Appendices": "Analysis of Employee Retirement Income Security Act of 1974," "Highlights of the study 'The Myth and Reality of Aging in America' conducted by Louis Harris and Associates for the National Council on the Aging, Inc.," "New Federalism and Aging," "Reports from Federal Departments and Agencies," and "Committee Hearings and Reports." (JM)

ED 109 276 UD 015 310

**Larson, Meredith A. Dittmann, Freya E. Compensatory Education and Early Adolescence: Reviewing Our National Strategy. Research Report.**

Stanford Research Inst., Menlo Park, Calif. Educational Policy Research Center.  
Spons Agency—Office of the Assistant Secretary for Education (DHEW), Washington, D.C.  
Report No.—SRI-EPRC-2158-7

Pub Date May 75  
Contract—OEC-0-72-5016  
Note—142p.; Tables B-1 and B-2 on pages 120 and 121, respectively, may not be clearly legible when reproduced due to the print size in the original document

Available from—Publications & Distribution Building 1, E105, Stanford Research Institute, Menlo Park, California (\$2.75, paper)

EDRS Price MF-\$0.76 HC-\$6.97 PLUS POSTAGE

**Descriptors**—\*Adolescence, Cognitive Development, \*Compensatory Education, Disadvantaged Youth, Early Childhood Education, Educational Needs, \*Educational Policy, \*Federal Government, Federal Programs, Intervention, Program Evaluation, Reading Achievement, Research Reviews (Publications), School Role

**Identifiers**—\*California

The stated purpose of this report is to locate the scattered pieces of information concerning adolescence and compensatory education in order to assess whether these pieces form any coherent pattern, and determine the possible implications of any such pattern for federal policy in education. Four principal sources of information were available for this study: the literature

on educational and psychological research, annual state level reports of Elementary Secondary Education Act Title I programs, scores from the annual California state testing program, and observations of operating projects. The findings of this report include the following: The present Federal strategy, it is held, is built on the expectation that treatment in preschool and primary grades makes unnecessary special attention in later years. However, this is not the case. For a variety of reasons, many youngsters either do not attend or do not benefit from early programs. Even those who do well in early programs frequently regress to previous levels by the time they enter junior high school. Moreover adolescents—and in particular the disadvantaged—have special learning needs that cannot be met by early interventions. A new strategy, it is argued, is clearly required which will give greater attention to providing age-appropriate education throughout the school career of the disadvantaged students. (Author/JM)

ED 109 277 UD 015 311

**Hall, William S. Freedle, Roy O. Culture and Language: The Black American Experience.**

Pub Date 75  
Note—191p.

Available from—Hemisphere Publishing Corporation, 1025 Vermont Avenue, N.W., Washington, D.C. 20005 (\$12.95, cloth)

**Document Not Available from EDRS**

**Descriptors**—Cognitive Processes, \*Cultural Factors, Cultural Traits, Culture Free Tests, Ethnology, Identification (Psychological), \*Intelligence Tests, Language Patterns, \*Negro Culture, \*Negro Dialects, Negro History, Problem Solving, Psycholinguistics, \*Self Concept, Sociolinguistics

The express focus of this book is primarily on black American language. However, it is asserted, a comprehensive interpretation of this language requires an understanding of its social and cultural context. This book reviews the various ways in which the black experience in the United States has been treated in social science. It points out a dilemma stated to result from an absence of a true ethnography of the black experience in the U.S. This absence has made it difficult to assess such matters as the cognitive basis of reading and dialect systems, particularly as these relate to the black experience. It is maintained that old cultural patterns persist over many generations, in spite of a drive toward homogeneity. Such cultural differences form a coherent organized pattern, it is asserted; and these patterns have consequences for preferred modes of interaction, communication, problem solving, and self-identity or self-concept. This book is slated to discuss the dynamics of these cultural and cognitive forces and to seek to offer some suggestions for bringing about the circumstances that may actually accelerate the movement toward a true melting pot. Topics discussed in detail in this book include: "some generalizations about wholistic cultures and subcultures", sociolinguistics, intellectual functioning, problem solving, culture-fair tests, and self-concept. (Author/JM)

ED 109 278 UD 015 312

**Ley, David. The Black Inner City as Frontier Outpost: Images and Behavior of a Philadelphia Neighborhood. Monograph 7.**

Association of American Geographers, Washington, D.C.  
Pub Date 74

Note—282p.  
Available from—Association of American Geographers, Washington, D.C. (\$6.00, paper)

**Document Not Available from EDRS**

**Descriptors**—Behavior Patterns, \*Black Community, \*Cognitive Processes, Community Characteristics, \*Human Geography, \*Inner City, Negro Role, Racial Attitudes, Research Methodology, Role Perception, Social Structure, Space Orientation, Urban Environment

**Identifiers**—Pennsylvania, \*Philadelphia  
While the earth's geography is well known, vast sections of the human landscape are considered to be unsurveyed by scientific explores; In this monograph the world of black America is studied. The boundaries and patterns of a black neighborhood in inner Philadelphia are charted, and its behavioral and environmental characteristics identified. Such a study is stated to fall

squarely within the domain of an emerging urban social geography. The second expressed research objective focuses on the images held by mainstream white society and social scientists of black America—how they are formed and how they are maintained. These images are presented in some detail in the first part of the study and are tested against the inner city community in the second part. Finally, in the third part of the study a tentative comparative synthesis is made of human perception and behavior in an uncertain and stressful world. The research strategy used here is said to have four primary characteristics: (1) an interest in the individual case as well as aggregated and modal forms, (2) a concern for behavior dynamics besides simple static states, (3) an emphasis on defining intervening cognitive processes, and (4) a desire to include the relevant characteristics of the immediate environment. (Author/JM)

ED 109 279 UD 015 313

**Owen, John D. School Inequality and the Welfare State.**

Spons Agency—Johns Hopkins Univ., Baltimore, Md. Center for the Study of Social Organization of Schools.

Pub Date 9 Dec 74  
Note—212p.

Available from—Johns Hopkins University Press, Baltimore, Maryland 21218 (\$10.00)

**Document Not Available from EDRS**

**Descriptors**—Economic Disadvantage, Economic Factors, Educational Change, \*Educational Economics, Educational Opportunities, \*Educational Policy, \*Educational Resources, Higher Education, \*Inequalities, Resource Allocation, \*School Role, Surveys, Urban Education

This book begins with an examination of school inequality in the United States. The discussion focuses successively on the issues of: the paradox of unequal schools in a welfare state, the distribution of educational resources in American cities: some new empirical evidence, inequalities in the allocation of educational resources among cities and states, and economic and racial barriers to higher education in the United States. The next part of the book, which takes up the welfare state demand for a less unequal policy, discusses: the private demand for schooling, pressure for continuing inequality, the economic benefits of lower-class education in the welfare state, the political benefits of lower-class education in a welfare state democracy, and educational reform as a redistributive tool. The focus is then shifted to assessing the prospects for change, specifically relating to organized group opposition, the political economy of educational reform, the question of has schooling inequality been increasing, and some suggestions for getting on with reform. Five appendices are included, discussing teacher and pupil segregation measures, the statistical estimation of teacher salary and quality, optimum college scholarship policy under a fixed college student subsidy constraint, economic growth criteria for a Poverty Reducing Educational Policy (PREP), and the employers' objective interest in a PREP. (Author/JM)

ED 109 280 UD 015 314

**Carle, Wayne M. Integration: Maintaining the Momentum.**

Pub Date 22 Feb 75  
Note—10p.; Paper presented at the Annual Meeting of the American Association of School Administrators (Dallas, Texas, February 1975); Not available in hard copy due to marginal reproducibility of original document

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

**Descriptors**—\*Administrative Policy, \*Administrator Role, Change Agents, Change Strategies, Cultural Enrichment, Curriculum Development, \*Educational Change, Human Relations Programs, Integration Methods, Personnel Selection, Race Relations, \*School Administration, \*School Integration

This address asserts that the profession of school administrator cannot reach full maturity unless it recognizes, one and for all, that separate schools are as unsound educationally as they are legally and morally; unless it decreases the deliberation and increases the speed which it brings leadership to America's major unresolved social, educational, and human problems; unless it develops the statesmanship to fashion remedies

across arbitrary lines and design programs that capitalize on human diversity; and unless it commits itself to personal action by which it and other individuals can measure the changes necessary for a just and loving school and society. Twenty-one recommendations for action are made here, including such proposals as the following: "Resolve to understand personally, and to involve all your fellow administrators in understanding, the black experience in America;" "take a look at your schools through the eyes of a good pluralistic assessment tool;" "contact the federally supported General Assistance Center or Human Relations Institute and ask for help in planning and presenting human relations training, as well as for some of the activities and materials enumerated here, for your staff;" and "see how many more teachers you would need to make the staff composition characteristic of the student composition in your district." (Author/JM)

ED 109 281 UD 015 316

A Study of Minority Group Student Access to Vocational-Technical Schools in the Boston and Springfield Metropolitan Areas.

Massachusetts Advisory Council on Vocational-Technical Education, Boston.; Metropolitan Planning Project, Newton, Mass.

Pub Date 18 Apr 75

Note—437p.

EDRS Price MF-\$0.76 HC-\$22.21 PLUS POSTAGE

Descriptors—Community Characteristics, Demography, \*Educational Opportunities, Educational Programs, \*Females, Metropolitan Areas, \*Minority Group Children, Public Schools, Racial Distribution, Socioeconomic Status, Statistical Analysis, Student Enrollment, \*Technical Institutes, \*Vocational Schools

Identifiers—Boston, Massachusetts, Springfield

The express purpose of the study reported here is to examine whether minority group students (including female students) have equal access to vocational-technical schools. The study assessed whether or not such access, as measured through enrollment in vocational-technical school programs, currently exists. The kinds of information gathered and analyzed include: socioeconomic indicators of the communities, current enrollment figures of vocational-technical schools, enrollment figures which approximate the body of students congruent to the individual schools, and listings of current program offerings of vocational-technical schools for the schools and municipalities within the scope of the study. The study concentrated on the Boston and Springfield metropolitan areas. It is noted that while this allowed for investigation into the two areas in Massachusetts with the largest proportion of minority group persons, it was not possible to assess other important areas of the state which have lesser concentrations such as Lowell and New Bedford. The study focused on public schools, in particular on full-time vocational-technical education programs which were either located in separate facilities or were considered to be a separate division of a comprehensive high school and received funding under Chapter 74 of the Massachusetts General Laws. (Author/JM)

ED 109 282 UD 015 320

Katz, Lee

Social Policy Paper on Education of K-12 Low Income Urban Youth.

Pub Date Dec 71

Note—33p.; Two tables (illustrative material) on pages 16 and 17 of this document may not be clearly legible on reproduction

EDRS Price MF-\$0.76 HC-\$1.95 PLUS POSTAGE

Descriptors—\*Administrative Policy, Educational Administration, Educational Needs, \*Educational Policy, Educational Problems, \*Federal Government, \*Interagency Coordination, Kindergarten, Low Income, Program Proposals, Public Policy, Secondary Education, \*Urban Education

The stated purposes of this paper are: (1) to explore the character of the Kindergarten through 12 (K-12) educational system in urban centers consisting of populations in excess of 1,000,000; (2) to evaluate existing institutional arrangements at the national level to solve the identified problems; and, (3) to make recommendations regarding possible national policy to solve the problems. It is noted that, often, the urban school bears striking resemblance to the urban

environment; its value structure often parallels the lower class subculture. In summation, the following organizational recommendations are proposed: (1) that an interagency systems management bureau within the Office of Education be created reporting directly to the Commissioner; (2) that the interagency systems management bureau be empowered to draw upon the professional expertise that exists within each of the bureaus relating to low income urban youth; and, (3) that the interagency systems management bureau have responsibility for defining major urban areas requiring integrated K-12 services; generate concepts, for possible critical mass impact programs for identified urban sites; sub-contract with relevant bureaus in order to secure appropriate expertise for mounting the comprehensive impact programs; and evaluate both process and product outcomes of funded projects. (Author/JM)

ED 109 283 UD 015 321

Katz, Lee

Low Educational Attainment Among Low Income Non-White Population in Urban Centers.

Pub Date Apr 70

Note—28p.

EDRS Price MF-\$0.76 HC-\$1.95 PLUS POSTAGE

Descriptors—\*Academic Failure, Administrative Change, Change Agents, \*Change Strategies, Cultural Factors, \*Educational Change, Genetics, \*Low Income, Minority Group Children, Models, School Administration, School Community Relationship, School Role, Urban Education, \*Urban Youth

The stated purposes of this paper are to: (1) consider selected causal explanations of the problem of low educational attainment among low income non-white populations in a highly complex industrialized society; (2) examine alternative strategies of intervention; and, (3) construct a model as a tool for continued analysis of the problem. It is held that emphasis on inherited intelligence suggests such intervention strategies as grouping students by IQ and tailoring instruction to individual students. The "culture of poverty" approach stresses changing the sub-culture. It is asserted that school critics would argue for a strategy that would: (1) radically revise the instructional and administrative operation of the school; (2) eliminate compensatory type programs as mere "add to" methods; (3) decentralize school systems; (4) require teacher sensitivity training programs; (5) develop "schools without walls"; and, (6) have local black school Boards hire teachers. Intervention strategies are discussed which would emphasize the need for: (1) increasing economic and social opportunities; (2) reforming institutional arrangements; and, (3) using black ghetto populations in self-help efforts. The final section of the paper focuses on the selected causal explanations for the change strategies into models. (Author/JM)

ED 109 284 UD 015 322

Katz, Lee

Analysis of the Poverty Program.

Pub Date Mar 69

Note—36p.

EDRS Price MF-\$0.76 HC-\$1.95 PLUS POSTAGE

Descriptors—Community Development, Community Involvement, Compensatory Education, \*Federal Programs, Federal State Relationship, Financial Problems, \*Poverty Programs, \*Program Development, \*Program Evaluation, Rural Areas, Youth Programs

Identifiers—\*Economic Opportunity Act of 1964

The focus of this paper is on the program authorized in the Economic Opportunity Act of 1964. It is noted that the intent of the legislation was to develop strategies for change at the local level by involving local populations in the planning and implementation of programs tailored to meet their social, economic, and educational needs. In Part One of this seven-part paper, The Philosophy of the Program, it is asserted that the anti-poverty program emerged out of a genuine commitment to a philosophy of man that is integral to a democratic society. Programs such as Community Action, Job Corps, Upward Bound, and Head Start are considered to have grown out of the Anti-Poverty Program and were manifestations of a democratic value system that esteems the individual and his potential for contributing to the common good. These programs

were directed at aiding the victims of poverty to gain basic mastery of needed skills in order to become economically self sufficient, achieve a sense of self-identity, and to grow in consciousness of social responsibilities. Subsequent parts of the paper focus on social orientation, components of the program, analysis of the methodology used to implement the program, analysis of strengths and weaknesses of the program, suggestions for improvement, and theoretical analysis of the program components. (Author/JM)

ED 109 285 95 UD 015 324

Masters, James R. And Others

The Effects of a Schools Without Failure Program Upon Classroom Interaction Patterns, Pupil Achievement and Teacher, Pupil and Parent Attitudes (Report of a Two-Year Study); Final Report.

Pennsylvania State Dept. of Education, Harrisburg.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date Feb 75

Contract—NE-C-00-3-0714

Note—155p.

EDRS Price MF-\$0.76 HC-\$8.24 PLUS POSTAGE

Descriptors—Academic Achievement, Academic Failure, Classroom Observation Techniques, \*Elementary Education, \*Inservice Teacher Education, Interaction Process Analysis, Parent Attitudes, \*Program Evaluation, Research Design, Research Methodology, Teacher Attitudes, \*Teacher Behavior

Identifiers—New Castle, Pennsylvania, \*Schools Without Failure

A two-year evaluation of William Glasser's Schools Without Failure (SWF) program was carried out in the New Castle School District in Pennsylvania. In the first year, ten elementary schools were paired on the basis of size, socioeconomic status, and past achievement of pupils. One school of each pair was randomly assigned to begin teacher-training and implementation of the SWF program; the other school of each pair became a control school, continuing to operate as it had in the past. In the second year of the study, both groups of schools received training in SWF methods and implemented the program. Data were collected and analyses performed to determine whether the effects of two years of the program were greater than the effects of one year, whether the second year of training or the first year produced stronger changes, and how the effects of two years of the program differed from those which would have taken place in schools using a traditional program. Testing and observations were carried out at the beginning and the end of the first year of the study and at the end of the second year in both groups of schools. Measurements were taken of: pupil achievement; pupil, teacher, and parent attitudes; disciplinary referrals to principals; and interactions occurring in classrooms. (Author/JM)

ED 109 286 UD 015 325

Teacher Training for Urban Schools: A Survey of Teacher Training in Ohio.

Ohio State Civil Rights Commission, Columbus.

Dept. of Education and Community Relations.

Pub Date [72]

Note—16p.

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—Curriculum Development, Ethnic Studies, Inner City, Preservice Education, Schools of Education, \*State Surveys, \*Teacher Education, \*Teacher Education Curriculum, Teacher Educator Education, Teacher Educators, Teaching Experience, Urban Schools, Urban Studies, \*Urban Teaching

Identifiers—\*Ohio

The survey reported here focuses on ascertaining if the preparation of teachers and administrators is adequate to meet the needs of minority and disadvantaged pupils, especially in urban schools. A survey was made of the 53 Ohio colleges of education through a questionnaire. Responses were received from 40 teacher training institutions in the State. The first question dealt with the specific training of the instructional staff in urban studies. Responses are interpreted as indicating the need for special studies and first-hand experiences in working with minorities and

the disadvantaged. The number of years of teaching experience the faculty has had in urban schools with minority students was sought in the second question. Experiences of faculty beyond that of formal education was sought in the third question. The fourth question inquired into the areas of study concerning urban education required of educational students. The focus of the fifth question was on the specific training in urban education required of all prospective teachers, while the sixth question focused on the courses pertaining to minorities required of all students. The use of outside resources on urban and minority education was covered in question seven. Seven other questions were included in the questionnaire. (Author/JM)

**ED 109 287** UD 015 327

Bell, Wendell

**Ethnicity and Social Scale: A Decision-Making and**

**Future-Oriented Perspective: Preliminary Draft.**

Pub Date Jan 75

Note—20p.; Paper presented at the Annual Meeting of the American Association for the Advancement of Science (New York, New York, January, 1975)

**EDRS Price MF-\$0.76 HC-\$1.58 PLUS**

**POSTAGE**

**Descriptors**—Cultural Awareness, Decision Making, \*Ethnic Relations, \*Ethnic Studies, Futures (of Society), Group Status, Identification (Psychological), Intergroup Relations, Nationalism, \*Race Relations, Social History, Social Status, \*Social Structure, \*Sociology, Time Perspective

The purposes of this essay are (1) to categorize briefly current approaches to the study of ethnicity in the social sciences, and (2) to suggest for discussion a distinctive perspective on ethnicity. Perspectives of accommodation and assimilation, minorities, cultural contact, social problems, conflict, and power can be used, it is asserted, to represent and explain various aspects of the social realities of history. Ethnicity is defined, here, as: (1) involving a past-oriented group identification emphasizing origins; (2) involving some conception of cultural and social distinctiveness; and, (3) relating to a component unit in a broader system of social relations. The latter includes internal relationships within nation-states, international relations, and interregional organizations extending beyond the limits of nation-states; this may involve some nation states acting in some capacity beyond their own borders. It is proposed that ethnic and racial groups exist and change because certain individuals and groups have decided that something can be achieved by way of having them exist or change in particular ways. It is held that the relative advantages of scale, inequality, and equality provide incentives, as does accurate comprehension of social realities. (Author/JM)

**ED 109 288** UD 015 328

Wood, Kenneth N.

**LinC Semester: A High School Education Option. Report and Recommendations to the Detroit Education Task Force From the Education Committee.**

Detroit Education Task Force, Mich.

Pub Date Mar 74

Note—40p.

**EDRS Price MF-\$0.76 HC-\$1.95 PLUS**

**POSTAGE**

**Descriptors**—\*Community Involvement, Curriculum Development, Educational Change, Educational Objectives, Educational Programs, \*Field Experience Programs, High School Curriculum, \*High Schools, \*Program Proposals, Relevance (Education), School Community Relationship, Student Projects

**Identifiers**—\*Detroit, Michigan

It is held that the proposed Learning in Community (LinC) program, if introduced into Detroit high schools, will address the major concerns of Detroit citizens for educational achievement by significantly increasing the meaning and motivation the student brings to school. This plan was, it is reported, unanimously endorsed on November 7, 1973, by the Education Committee of the Detroit Education Task Force. There are, it is stated, three general goals to be fulfilled by LinC. The first of these is to increase the opportunities for high school aged youth to be involved in the solution of real problems in the real world as a recognized part of their education. The second goal is to modify the regular high school

curricula to include options for field experience education in community development. The third goal is to link high schools with their respective attendance area communities in the type of creative interface which results in educational excellence and community development. LinC is said to be a program of single semester full time, fully credited intensive involvement in out-of-the-classroom guided learning experiences focused on those needs and problems of the community which touch youth. All LinC activities are said to be carried out in teams or groups. (Author/JM)

**ED 109 289** UD 015 353

Farrar, Eleanor

**A Possible Reality -- Aborted: The Academic Achievement Project of the District of Columbia Schools.**

Metropolitan Applied Research Center, Inc., New York, N.Y.

Pub Date Jun 75

Note—71p.

**EDRS Price MF-\$0.76 HC-\$3.32 PLUS**

**POSTAGE**

**Descriptors**—\*Academic Achievement, Educational Administration, \*Educational Change, \*Educational Programs, Paraprofessional School Personnel, Parent Participation, Political Influences, Program Administration, Program Development, School Superintendents, \*Urban Schools

**Identifiers**—\*District of Columbia

This report is described as a detailed account of the history and development of the Metropolitan Applied Research Center (MARC) Academic Achievement Plan (AAP), describing the process and events which lead to its failure. The AAP is described as a blueprint for a system of educational changes to be developed and implemented by the Board of Education of Washington, D.C. and its staff. It is stated that it provides clear goals and objectives for the school system (grades one to nine) and outlines what must be done if the goals are to be reached. Specific recommendations of the report included the following: (1) proclamation of a reading mobilization year for the entire school system; (2) creation of reading and mathematics mobilization teams in every school; (3) establishment of minimum required levels in reading and mathematics for every grade level; (4) organization of heterogeneous classrooms on a systemwide basis; (5) establishment of an evaluation and testing program; (6) development of supports for teachers in the form of tutors (adult and student), teacher aides, mobilization teams, and staff development programs; (7) development of a system of differentiated staffing; (8) parent involvement in the educational process; and, (9) elimination of impediments to learning and the motivation of students through new techniques. (Author/JM)

**ED 109 290** UD 015 354

Gaviria, Moises Wintrob, Ronald

**Mental Disorder and Supernatural Influence: Beliefs of Puerto Ricans in Two Connecticut Urban Communities About the Cause and Treatment of Mental Illness.**

Pub Date Mar 75

Note—32p.; Paper presented at the Annual Meeting of the Society for Applied Anthropology (Amsterdam, Netherlands, March 1975)

**EDRS Price MF-\$0.76 HC-\$1.95 PLUS**

**POSTAGE**

**Descriptors**—Anthropology, \*Beliefs, Biological Influences, Community Attitudes, Field Interviews, Field Studies, \*Folk Culture, Mental Health, \*Mental Illness, Patients (Persons), Psychological Characteristics, \*Puerto Ricans, Social Influences, \*Urban Population

**Identifiers**—Connecticut

This report is based upon information obtained from personal interviews with a representative sample of Puerto Rican adults, both patients and non-patients, 20 years of age and over, living in two urban communities in central Connecticut, with 1,000 and 8,000 Spanish-speaking residents, respectively. The findings of this research are summarized as follows: the informants, whether patients or normal members of the community, differ very little in their conception of mental illness; they distinguish two broad categories of mental illness "craziness", similar to psychotic behavior, and "nervousness" or "bad nerves", which could be categorized as psychosomatic or neurotic conditions; for both types of conditions

there is believed to be a range of causative factors, supernatural or natural; among the natural causes there are three major types - biological (e.g. alcohol, drug abuse, sexual excess, and malnutrition); psychological (e.g. excessive emotional suffering and excessive physical punishment in childhood); and social (e.g. working too hard and poverty); spiritualism, witchcraft and fate are believed to be the most important supernatural causes of mental illness; and, the latter become most clearly apparent as factors of importance when informants are asked about them in such a way that they are not obliged to speak directly about their own personal beliefs. (Author/JM)

**ED 109 291** UD 015 356

Adams, Whitney And Others

**The Federal Civil Rights Enforcement Effort--1974. Volume 5: To Eliminate Employment Discrimination.**

Commission on Civil Rights, Washington, D.C.

Pub Date Jul 75

Note—709p.; For Volumes 1, 2, and 4, see UD 015 317-319, respectively; For Volume 3, see ED 102 071; The addendum to the main report, pages 692-709, may not be clearly legible in parts, due to the print quality of the original

**EDRS Price MF-\$1.23 HC-\$36.18 PLUS**

**POSTAGE**

**Descriptors**—\*Administrative Policy, Bias, \*Civil Rights, \*Employment Opportunities, \*Employment Practices, \*Federal Government, Federal Programs, Government Role, Law Enforcement, Racial Discrimination, Sex Discrimination

**Identifiers**—Civil Service Commission, Department of Labor, Equal Employment Opportunity Commission, Equal Employment Opportunity Coordinating Council

This report evaluates the Civil Rights activities of four federal agencies considered to have major responsibilities for ensuring equal employment opportunity. It is the fifth of a series of seven reports to be issued by the U.S. Commission on Civil Rights describing the structure, mechanisms, and procedures used by the federal departments and agencies in their efforts to end discrimination against this nation's minority and female citizens. Among the general findings and conclusions of the report are the following. It is held that the federal effort to end employment discrimination has not been equal to the task; that there is no one person, agency, or institution which can speak for the federal government in this important area; existing civil rights laws were weakened as a result of political compromises and do not provide an adequate framework within which federal agencies can operate; that the diffusion of authority for enforcement of equal employment mandates is one of the key reasons for failure of the government to mount a coherent attack on employment discrimination; and that efforts to coordinate the overall federal effort have been most discouraging. Specific findings are detailed in a section categorized according to department. An addendum to the main report focuses on the response of the Department of Labor to the contents of the report and the comments of the Commission on Civil Rights to that response. (Author/JM)

**ED 109 292** UD 015 360

Hurwitz, Neal H.

**Communications Networks and the Urban Poor. Equal Opportunity Review, May 1975.**

Columbia Univ., New York, N.Y. ERIC Clearinghouse on the Urban Disadvantaged.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date May 75

Note—7p.

**EDRS Price MF-\$0.76 HC-\$1.58 PLUS**

**POSTAGE**

**Descriptors**—\*Communication Problems, Communications, Economically Disadvantaged, \*Information Needs, Information Networks, Low Income, \*Mass Media, Minority Groups, Organizational Communication, Political Power, Power Structure, Publicize, \*Urban Population

Communications research and social science analysis are considered to have revealed several essential features in the communications environment of American citizens. The purpose of this article is to consider the way these features affect low-income members of society, particularly minorities living in urban areas. Communications networks in the U.S. are stated to be increasingly



shaped by large-scale, highly organized systems in industry, government, education, and other social services. Within the networks, information is shared, problems are confronted, and policies are adopted which affect the lives of all citizens. Individuals and groups which do not have influence within the organizational communications networks will inevitably have unsatisfactory decisions imposed upon them. Since the poor are considered to be effectively excluded from centers of power and control, they do not participate in the communications networks. The poor are also said to be isolated from the important communications networks by a language barrier. It is held that researchers have found that the poor lack meaningful information and knowledge. Although the operation of communication networks attached to educational and social service organizations in low-income communities is considered open to question, it is asserted that opportunities for improving communications networks are many. (Author/JM)

ED 109 293

UD 015 361

Passow, A. Harry

**New Curricula for Multi-Ethnic Schools. Equal Opportunity Review, June 1975.**

Columbia Univ., New York, N.Y. ERIC Clearinghouse on the Urban Disadvantaged.

Spons Agency—National Inst. of Education (D-HEW), Washington, D.C.

Pub Date Jun 75

Note—7p.

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—Bilingual Education, Cultural Background, \*Cultural Pluralism, \*Curriculum Development, \*Educational Resources, Ethnic Groups, \*Humanistic Education, Literary Perspective, Minority Groups, Relevance (Education), School Integration, Social Integration, Student Attitudes, Teacher Education, \*Teacher Role

This paper asserts that most of the urban and suburban schools are racially and ethnically isolated. Consequently, what are needed are curricula suited to a culturally diverse population which does not attend culturally and ethnically diverse schools. Thus, one issue requiring examination, it is stated, is the extent to which curricula are similar or different for culturally diverse student populations in contrast to culturally homogeneous groups. A definition of cultural pluralism proposed by the National Coalition for Cultural Pluralism suggests curricular strands that deal with (1) ethnic and cultural awareness of one's own identity, (2) understanding of other cultures, and, (3) awareness of the nature of racism and sexism as these affect individual and group behavior. It is a definition which has implications for both cognitive and affective development of the individual. While it is held that schools must certainly do a far more effective job in the basic skills areas, an education for a culturally pluralistic society must have a broader focus which deals with affective and cognitive development, with personal and interpersonal skills, and with an understanding by the individual of who he is and how he relates to others. Changes are considered to be needed in content, strategies, resources—but most of all in the people who create the conditions for curriculum and instruction. (Author/JM)

ED 109 294

UD 015 362

Grannis, Joseph C.

**Going Beyond Labels: The Significance of Social Class and Ethnicity for Education. Equal Opportunity Review, July 1975.**

Columbia Univ., New York, N.Y. ERIC Clearinghouse on the Urban Disadvantaged.

Spons Agency—National Inst. of Education (D-HEW), Washington, D.C.

Pub Date Jul 75

Note—7p.

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—\*Academic Achievement, Educational Research, \*Ethnic Groups, Minority Groups, Parent Influence, \*Predictive Validity, Predictor Variables, Psychological Studies, \*Racial Discrimination, Research Needs, Research Problems, \*Social Class, Social Discrimination, Socioeconomic Status, Values

Using either an individuals' socioeconomic or ethnic status to predict his prospects for academic achievement or future employment is considered likely to be inaccurate and perhaps even immoral. The action implications of present socioeconomic and ethnic patterns of goal attainment are said to be in dispute. In order to contemplate the value of different actions, it is held necessary to get past the labels "middle class" and "lower class", "black", "white", "nonwhite", and so on, to specific causal processes; it must first be recognized how labeling is itself one of the crucial processes involved in the relationship of social class and ethnicity to goal attainment. Several themes of current research are said to suggest the value of going beyond labels. For instance, a child born into a family without the characteristics associated with its socioeconomic or ethnic category has a different prospect for goal attainment from that of the typical child of that category, provided that child has not been categorized in a way that blocks this prospect. The processes associated with lower status groups are not considered necessarily of an inferior type. It is asserted that, given that social processes reinforce on another, only the most fundamental social intervention could be expected to alter seriously the life prospects of the typical individual of a given group in American society today. (Author/JM)

ED 109 295

UD 015 363

Mills, Nicholas

**Public Schools and the New Segregation Struggle. Equal Opportunity Review, August 1975.**

Columbia Univ., New York, N.Y. ERIC Clearinghouse on the Urban Disadvantaged.

Spons Agency—National Inst. of Education (D-HEW), Washington, D.C.

Pub Date Aug 75

Note—5p.

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—After School Activities, \*Cocurricular Activities, \*Discipline Policy, Expulsion, Legal Problems, Minority Group Children, Northern Schools, \*Public Schools, \*Racial Discrimination, School Integration, Southern Schools, \*Student Grouping, Suspension

This report argues that the struggle for racial justice in the public schools is taking on a new

focus; that the issues have now become the treatment of minority students within "desegregated" systems and the use of suspensions, tracking, and unofficial exclusion to discriminate against these students. In no other area than that of suspensions has it been considered so easy for principals and teachers to take advantage of ambiguity in school rules and discriminate against minority children. Data from a Children's Defense Fund survey are said to show that, at the high school level, black students are suspended three times as often as white students, and Puerto Rican students, twice as often. Indefinite suspension, it is stated, is not the only way of forcing blacks out of the regular school system. An equally effective tactic is to place a suspended student in a "special" school within the system. Many school systems group students on the basis of standardized tests (often given during early elementary school) or teacher evaluations of academic performance, thus separating black and white students. It is noted that unofficial exclusion is the process by which school officials manage to keep non-white students out of "white" activities. For school officials anxious to combat this situation, any number of practical measures are held to be available. (Author/JM)

ED 109 296

UD 015 378

Ong, Paul M., Comp. Lum, William Wong, Comp.

**Theses and Dissertations on Asians in the United States with Selection References to Other Overseas Asians.**

California Univ., Davis. Dept. of Applied Behavioral Sciences.

Pub Date Sep 74

Note—120p.; Revised edition of "Asians in America: A Bibliography of Master's Theses and Doctoral Dissertations," compiled by William Wong Lum

EDRS Price MF-\$0.76 HC-\$5.70 PLUS POSTAGE

Descriptors—Acculturation, \*Asian Americans, Bias, \*Bibliographies, Chinese Americans, Cultural Factors, \*Doctoral Theses, Economic Factors, Filipino Americans, \*Immigrants, Japanese Americans, \*Korean Americans, \*Masters Theses, Social Factors, United States History

This bibliography is stated to be a major revision of an earlier compilation of theses and dissertations relating to Asians in America, and includes approximately 800 new titles. The titles are arranged by ethnic groups within broad geographic categories, and topical areas are outlined for ethnic subdivisions containing a substantial number of citations. A key word index provided is limited to broad topics not used in the textual divisions to proper nouns, and to a more specific geographic cross-listing. Although no institutional index is included, a cursory examination of the compilation is stated to show that more than a third of the theses and dissertations were done at the University of Hawaii, University of Chicago, Columbia University, University of Southern California, Stanford University, and University of California, Los Angeles and Berkeley campuses. The citations were selected primarily on the basis of key words and phrases in the titles. The listing on overseas immigrant Asians is divided into two parts. "Asians in the Other Americas" contains works on the Asian experience in Canada and Latin America. "Other Overseas Asians" primarily centers around the Southeast Asian countries although it includes some works on the Asian experience in Australia, New Zealand, Africa, and parts of Europe. (Author/JM)

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Iconic Signs and Symbols in Audiovisual Communication, an Analytical Survey of Selected Writings and Research Findings, Final Report.

Accession Number ED 013 371

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First Draft.

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| CS — Reading and Communication Skills  | RC — Rural Education and Small Schools                 |
| EA — Educational Management            | SE — Science, Mathematics, and Environmental Education |
| EC — Handicapped and Gifted Children   | SO — Social Studies/Social Science Education           |
| FL — Languages and Linguistics         | SP — Teacher Education                                 |
| HE — Higher Education                  | TM — Tests, Measurement, and Evaluation                |
| IR — Information Resources             | UD — Urban Education                                   |

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| CE004192 | ED107979   | CG009895 | ED108076   | CS001963 | ED108173// |
| CE004193 | ED107980   | CG009896 | ED108077   | CS001964 | ED108174   |
| CE004194 | ED107981   | CG009897 | ED108078   | CS001965 | ED108175   |
| CE004195 | ED107982   | CG009898 | ED108079   | CS001966 | ED108176   |
| CE004196 | ED107983   | CG009899 | ED108080   | CS001967 | ED108177   |
| CE004197 | ED107984   | CG009901 | ED108081   | CS001968 | ED108178   |
| CE004198 | ED107985   | CG009901 | ED108082   | CS001969 | ED108179   |
| CE004199 | ED107986   | CG009902 | ED108083   | CS001970 | ED108180   |
| CE004200 | ED107987   | CG009903 | ED108084   | CS001971 | ED108181   |
| CE004201 | ED107988   | CG009904 | ED108085   | CS001972 | ED108182   |
| CE004202 | ED107989   | CG009905 | ED108086   | CS001973 | ED108183   |
| CE004203 | ED107990   | CG009906 | ED108087   | CS001974 | ED108184   |
| CE004204 | ED107991   | CG009908 | ED108088   | CS001976 | ED108185   |
| CE004205 | ED107992   | CG009909 | ED108089   | CS001977 | ED108186   |
| CE004206 | ED107993   | CG009910 | ED108090   | CS001979 | ED108187   |
| CE004263 | ED107994   | CG009911 | ED108091   | CS001981 | ED108188   |
| CE004264 | ED107995   | CG009912 | ED108092   | CS001983 | ED108189   |
| CE004265 | ED107996   | CG009913 | ED108093   | CS001985 | ED108190// |
| CE004266 | ED107997   | CG009914 | ED108094   | CS001987 | ED108191   |
| CE004267 | ED107998   | CG009915 | ED108095   | CS001989 | ED108192   |
| CE004268 | ED107999   | CG009916 | ED108096   | CS001992 | ED108193   |
| CE004425 | ED108000   | CG009917 | ED108097// | CS001993 | ED108194   |
| CE004426 | ED108001   | CG009918 | ED108098   | CS001995 | ED108195   |
| CE004427 | ED108002   | CG400109 | ED108099   | CS001996 | ED108196   |
| CE004564 | ED108003   |          |            | CS001997 | ED108197   |
| CE004740 | ED108004   |          |            | CS001998 | ED108198   |
| CG009811 | ED108005   | CS001081 | ED108100// | CS001999 | ED108199   |
| CG009813 | ED108006   | CS001293 | ED108101   | CS002000 | ED108200   |
| CG009814 | ED108007   | CS001749 | ED108102   | CS002001 | ED108201   |
| CG009815 | ED108008   | CS001811 | ED108103   | CS002002 | ED108202   |
| CG009816 | ED108009   | CS001812 | ED108104   | CS002009 | ED108203   |
| CG009817 | ED108010   | CS001813 | ED108105   | CS002015 | ED108204// |
| CG009818 | ED108011   | CS001814 | ED108106   | CS002085 | ED108205   |
| CG009819 | ED108012   | CS001815 | ED108107   | CS002086 | ED108206   |
| CG009820 | ED108013   | CS001816 | ED108108   | CS002090 | ED108207   |
| CG009821 | ED108014   | CS001817 | ED108109   | CS002091 | ED108208   |
| CG009822 | ED108015   | CS001818 | ED108110   | CS002092 | ED108209// |
| CG009823 | ED108016   | CS001820 | ED108111   | CS002094 | ED108210   |
| CG009824 | ED108017   | CS001832 | ED108112   | CS002095 | ED108211   |
| CG009826 | ED108018   | CS001834 | ED108113   | CS002097 | ED108212   |
| CG009828 | ED108019   | CS001835 | ED108114   | CS002098 | ED108213   |
| CG009832 | ED108020   | CS001837 | ED108115   | CS002099 | ED108214   |
| CG009833 | ED108021   | CS001838 | ED108116   | CS002100 | ED108215   |
| CG009834 | ED108022   | CS001839 | ED108117   | CS002101 | ED108216   |
| CG009835 | ED108023   | CS001840 | ED108118   | CS002102 | ED108217// |
| CG009836 | ED108024   | CS001841 | ED108119   | CS002103 | ED108218   |
| CG009837 | ED108025   | CS001842 | ED108120   | CS002104 | ED108219   |
| CG009838 | ED108026   | CS001870 | ED108121   | CS002105 | ED108220   |
| CG009839 | ED108027   | CS001878 | ED108122   | CS002106 | ED108221// |
| CG009840 | ED108028   | CS001884 | ED108123   | CS002107 | ED108222// |
| CG009841 | ED108029   | CS001885 | ED108124   | CS002108 | ED108223// |
| CG009842 | ED108030   | CS001886 | ED108125   | CS002109 | ED108224// |
|          |            | CS001887 | ED108126   | CS002110 | ED108225// |
|          |            | CS001893 | ED108127   |          |            |

|          |            |          |            |          |            |
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| CS202111 | ED108226   | EA007239 | ED108323   | EC073075 | ED108420   |
| CS202112 | ED108227   | EA007240 | ED108324   | EC073076 | ED108421   |
| CS202113 | ED108228   | EA007241 | ED108325   | EC073077 | ED108422// |
| CS202114 | ED108229   | EA007242 | ED108326   | EC073078 | ED108423// |
| CS202115 | ED108230   | EA007243 | ED108327   | EC073079 | ED108424   |
| CS202116 | ED108231   | EA007244 | ED108328   | EC073080 | ED108425   |
| CS202118 | ED108232   | EA007245 | ED108329   | EC073081 | ED108426   |
| CS202119 | ED108233// | EA007246 | ED108330   | EC073082 | ED108427   |
| CS202121 | ED108234   | EA007247 | ED108331   | EC073083 | ED108428   |
| CS202122 | ED108235   | EA007248 | ED108332   | EC073084 | ED108429   |
| CS202123 | ED108236   | EA007249 | ED108333   | EC073114 | ED108430   |
| CS202124 | ED108237   | EA007250 | ED108334   | EC073115 | ED108431   |
| CS202125 | ED108238   | EA007251 | ED108335// | EC073117 | ED108432   |
| CS202126 | ED108239   | EA007253 | ED108336   | EC073157 | ED108433   |
| CS202127 | ED108240   | EA007254 | ED108337   | EC073158 | ED108434   |
| CS202128 | ED108241   | EA007255 | ED108338// | EC073159 | ED108435   |
| CS202129 | ED108242   | EA007256 | ED108339// | EC073160 | ED108436   |
| CS202130 | ED108243   | EA007257 | ED108340// | EC073161 | ED108437   |
| CS202131 | ED108244// | EA007258 | ED108341// | EC073162 | ED108438   |
| CS202132 | ED108245   | EA007259 | ED108342// | EC073163 | ED108439   |
| CS202133 | ED108246   | EA007260 | ED108343   | EC073165 | ED108440   |
| CS202134 | ED108247   | EA007261 | ED108344   | EC073166 | ED108441   |
| CS202135 | ED108248   | EA007262 | ED108345   | EC073167 | ED108442   |
| CS202136 | ED108249   | EA007263 | ED108346   | EC073168 | ED108443   |
| CS202137 | ED108250   | EA007264 | ED108347   | EC073169 | ED108444   |
| CS202138 | ED108251   | EA007265 | ED108348   | EC073208 | ED108445   |
| CS202139 | ED108252   | EA007266 | ED108349   | EC073211 | ED108446   |
| CS202140 | ED108253// | EA007267 | ED108350   | EC073212 | ED108447   |
| CS202141 | ED108254   | EA007268 | ED108351   | EC073213 | ED108448   |
| CS202143 | ED108255   | EA007269 | ED108352   | EC073250 | ED108449   |
| CS202144 | ED108256   | EA007270 | ED108353   | EC073251 | ED108450   |
| CS202145 | ED108257   | EA007272 | ED108354// | EC073256 | ED108451   |
| CS202146 | ED108258// | EA007273 | ED108355   | EC073312 | ED108452   |
| CS202148 | ED108259   | EA007274 | ED108356   |          |            |
| CS202149 | ED108260   | EA007275 | ED108357   | FL004095 | ED108453   |
| CS202156 | ED108261   | EA007276 | ED108358   | FL004244 | ED108454   |
| CS202157 | ED108262// | EA007277 | ED108359   | FL004344 | ED108455   |
| CS501048 | ED108263   | EA007278 | ED108360   | FL004366 | ED108456   |
| CS501064 | ED108264   | EA007279 | ED108361   | FL005509 | ED108457   |
| CS501065 | ED108265   | EA007280 | ED108362   | FL005537 | ED108458   |
| CS501076 | ED108266   | EA007281 | ED108363   | FL006026 | ED108459   |
| CS501077 | ED108267   | EA007282 | ED108364   | FL006028 | ED108460   |
| CS501079 | ED108268   | EA007283 | ED108365   | FL006345 | ED108461   |
| CS501080 | ED108269   | EA007284 | ED108366   | FL006379 | ED108462   |
| CS501081 | ED108270   | EA007285 | ED108367   | FL006422 | ED108463   |
| CS501082 | ED108271   | EA007286 | ED108368   | FL006426 | ED108464   |
|          |            | EA007287 | ED108369   | FL006501 | ED108465   |
| EA006954 | ED108272   | EA007288 | ED108370   | FL006585 | ED108466   |
| EA007065 | ED108273   | EA007289 | ED108371   | FL006745 | ED108467   |
| EA007187 | ED108274   | EA007290 | ED108372   | FL006746 | ED108468   |
| EA007188 | ED108275   | EA007291 | ED108373   | FL006747 | ED108469   |
| EA007189 | ED108276   | EA007299 | ED108374   | FL006871 | ED108470   |
| EA007190 | ED108277   | EA007300 | ED108375   | FL006889 | ED108471   |
| EA007191 | ED108278// | EA007301 | ED108376   | FL006892 | ED108472   |
| EA007192 | ED108279// | EA007302 | ED108377   | FL006915 | ED108473   |
| EA007193 | ED108280// | EA007303 | ED108378   | FL006916 | ED108474   |
| EA007194 | ED108281// | EA007304 | ED108379   | FL006917 | ED108475   |
| EA007195 | ED108282   | EA007305 | ED108380   | FL006918 | ED108476   |
| EA007196 | ED108283   | EA007306 | ED108381   | FL006927 | ED108477   |
| EA007197 | ED108284   | EA007307 | ED108382   | FL006928 | ED108478   |
| EA007198 | ED108285   | EA007308 | ED108383// | FL006930 | ED108479   |
| EA007199 | ED108286   | EA007309 | ED108384// | FL006931 | ED108480   |
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| EA007201 | ED108288   | EA007311 | ED108386   | FL006942 | ED108482   |
| EA007202 | ED108289   | EA007312 | ED108387   | FL006944 | ED108483   |
| EA007203 | ED108290   | EA007313 | ED108388   | FL006945 | ED108484   |
| EA007204 | ED108291   | EA007314 | ED108389   | FL006948 | ED108485   |
| EA007205 | ED108292   | EA007315 | ED108390   | FL006949 | ED108486   |
| EA007206 | ED108293   | EA007316 | ED108391   | FL006950 | ED108487   |
| EA007207 | ED108294   | EA007317 | ED108392   | FL006951 | ED108488   |
| EA007209 | ED108295// | EA007318 | ED108393   | FL006952 | ED108489   |
| EA007212 | ED108296   | EA007319 | ED108394   | FL006953 | ED108490   |
| EA007213 | ED108297   | EA007320 | ED108395   | FL006955 | ED108491   |
| EA007214 | ED108298   |          |            | FL006956 | ED108492   |
| EA007215 | ED108299   | EC072854 | ED108396   | FL006957 | ED108493   |
| EA007216 | ED108300   | EC072929 | ED108397   | FL006959 | ED108494   |
| EA007217 | ED108301   | EC072930 | ED108398   | FL006961 | ED108495   |
| EA007218 | ED108302   | EC072931 | ED108399   | FL006963 | ED108496   |
| EA007219 | ED108303   | EC072933 | ED108400   | FL006964 | ED108497   |
| EA007220 | ED108304   | EC072943 | ED108401   | FL006966 | ED108498   |
| EA007221 | ED108305   | EC072946 | ED108402   | FL006967 | ED108499   |
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| EA007223 | ED108307   | EC072994 | ED108404   | FL006972 | ED108501   |
| EA007224 | ED108308   | EC072995 | ED108405   | FL006973 | ED108502   |
| EA007225 | ED108309   | EC072996 | ED108406   | FL006974 | ED108503   |
| EA007226 | ED108310   | EC072997 | ED108407   | FL006975 | ED108504   |
| EA007227 | ED108311   | EC073000 | ED108408   | FL006976 | ED108505   |
| EA007228 | ED108312// | EC073024 | ED108409// | FL006977 | ED108506   |
| EA007229 | ED108313// | EC073030 | ED108410// | FL006978 | ED108507   |
| EA007230 | ED108314// | EC073031 | ED108411// | FL006979 | ED108508   |
| EA007231 | ED108315// | EC073067 | ED108412   | FL006980 | ED108509// |
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| EA007233 | ED108317// | EC073069 | ED108414   | FL006982 | ED108511   |
| EA007234 | ED108318// | EC073070 | ED108415   | FL006983 | ED108512// |
| EA007235 | ED108319// | EC073071 | ED108416   | FL006984 | ED108513   |
| EA007236 | ED108320// | EC073072 | ED108417   | FL006985 | ED108514// |
| EA007237 | ED108321   | EC073073 | ED108418   | FL006986 | ED108515   |
| EA007238 | ED108322   | EC073074 | ED108419   | FL006987 | ED108516   |



|          |            |          |            |          |            |
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| FL006988 | ED108517   | IR002128 | ED108613   | IR002259 | ED108711   |
| FL006990 | ED108518   | IR002130 | ED108614   | IR002266 | ED108712   |
| FL006991 | ED108519   | IR002131 | ED108615   | IR002356 | ED108713   |
| FL007001 | ED108520   | IR002132 | ED108616   |          |            |
| FL007002 | ED108521   | IR002133 | ED108617   | JC750378 | ED108714   |
| FL007004 | ED108522   | IR002134 | ED108618   | JC750385 | ED108715   |
| FL007006 | ED108523   | IR002135 | ED108619   | JC750386 | ED108716   |
| FL007007 | ED108524// | IR002136 | ED108620   | JC750387 | ED108717   |
| FL007008 | ED108525   | IR002137 | ED108621   | JC750388 | ED108718   |
| FL007009 | ED108526   | IR002138 | ED108622   | JC750389 | ED108719   |
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| FL007013 | ED108528   | IR002140 | ED108624   | JC750392 | ED108721   |
| FL007014 | ED108529   | IR002141 | ED108625   | JC750394 | ED108722   |
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| HE006460 | ED108532   | IR002146 | ED108629   | JC750399 | ED108726   |
| HE006463 | ED108533   | IR002147 | ED108630   | JC750400 | ED108727   |
| HE006464 | ED108534   | IR002148 | ED108631   | JC750401 | ED108728   |
| HE006465 | ED108535   | IR002149 | ED108632   | JC750402 | ED108729   |
| HE006478 | ED108536// | IR002150 | ED108633   | JC750403 | ED108730   |
| HE006495 | ED108537   | IR002153 | ED108634   | JC750404 | ED108731   |
| HE006496 | ED108538   | IR002154 | ED108635   | JC750405 | ED108732   |
| HE006498 | ED108539   | IR002155 | ED108636   | JC750406 | ED108733   |
| HE006500 | ED108540   | IR002157 | ED108637   |          |            |
| HE006501 | ED108541   | IR002158 | ED108638   | PS007834 | ED108734   |
| HE006502 | ED108542   | IR002159 | ED108639   | PS007904 | ED108735   |
| HE006503 | ED108543   | IR002161 | ED108640   | PS007905 | ED108736   |
| HE006504 | ED108544   | IR002162 | ED108641   | PS007916 | ED108737   |
| HE006505 | ED108545   | IR002163 | ED108642   | PS007917 | ED108738   |
| HE006511 | ED108546   | IR002164 | ED108643   | PS007918 | ED108739   |
| HE006513 | ED108547   | IR002165 | ED108644   | PS007919 | ED108740   |
| HE006514 | ED108548   | IR002168 | ED108645   | PS007920 | ED108741   |
| HE006566 | ED108549   | IR002169 | ED108646   | PS007921 | ED108742   |
| HE006567 | ED108550   | IR002170 | ED108647   | PS007922 | ED108743// |
| HE006571 | ED108551   | IR002172 | ED108648// | PS007925 | ED108744   |
| HE006578 | ED108552   | IR002173 | ED108649   | PS007927 | ED108745   |
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| HE006580 | ED108554   | IR002175 | ED108651   | PS007929 | ED108747   |
| HE006581 | ED108555   | IR002176 | ED108652   | PS007931 | ED108748   |
| HE006582 | ED108556   | IR002177 | ED108653   | PS007932 | ED108749   |
| HE006584 | ED108557   | IR002178 | ED108654   | PS007933 | ED108750   |
| HE006597 | ED108558   | IR002179 | ED108655// | PS007934 | ED108751   |
| HE006601 | ED108559   | IR002180 | ED108656   | PS007952 | ED108752   |
| HE006781 | ED108560   | IR002181 | ED108657   | PS007960 | ED108753   |
| HE006784 | ED108561   | IR002183 | ED108658   | PS007961 | ED108754   |
| HE006785 | ED108562   | IR002184 | ED108659   | PS007962 | ED108755   |
| HE006802 | ED108563   | IR002185 | ED108660   | PS007963 | ED108756   |
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| IR001933 | ED108564   | IR002187 | ED108662// | PS007965 | ED108758   |
| IR002039 | ED108565   | IR002189 | ED108663   | PS007966 | ED108759   |
| IR002047 | ED108566   | IR002190 | ED108664   | PS007967 | ED108760   |
| IR002061 | ED108567   | IR002191 | ED108665   | PS007968 | ED108761   |
| IR002062 | ED108568   | IR002192 | ED108666   | PS007969 | ED108762   |
| IR002063 | ED108569   | IR002194 | ED108667   | PS007970 | ED108763   |
| IR002065 | ED108570   | IR002195 | ED108668// | PS007971 | ED108764   |
| IR002066 | ED108571   | IR002197 | ED108669   | PS007972 | ED108765   |
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| IR002069 | ED108574   | IR002201 | ED108672   | PS008091 | ED108768   |
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| IR002072 | ED108576   | IR002203 | ED108674   |          |            |
| IR002073 | ED108577   | IR002204 | ED108675   | RC008559 | ED108770   |
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| IR002075 | ED108579   | IR002207 | ED108677   | RC008577 | ED108772   |
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| IR002078 | ED108581   | IR002210 | ED108679// | RC008579 | ED108774   |
| IR002079 | ED108582   | IR002212 | ED108680   | RC008580 | ED108775   |
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| IR002086 | ED108585   | IR002216 | ED108683   | RC008583 | ED108778   |
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| IR002097 | ED108589   | IR002220 | ED108687   | RC008587 | ED108782   |
| IR002101 | ED108590   | IR002221 | ED108688   | RC008588 | ED108783   |
| IR002102 | ED108591   | IR002223 | ED108689   | RC008589 | ED108784   |
| IR002103 | ED108592   | IR002224 | ED108690   | RC008590 | ED108785   |
| IR002104 | ED108593   | IR002225 | ED108691   | RC008591 | ED108786   |
| IR002105 | ED108594   | IR002226 | ED108692   | RC008592 | ED108787   |
| IR002106 | ED108595   | IR002227 | ED108693   | RC008593 | ED108788   |
| IR002107 | ED108596   | IR002228 | ED108694   | RC008594 | ED108789   |
| IR002108 | ED108597   | IR002229 | ED108695   | RC008595 | ED108790   |
| IR002109 | ED108598   | IR002231 | ED108696   | RC008596 | ED108791   |
| IR002110 | ED108599   | IR002233 | ED108697   | RC008597 | ED108792   |
| IR002111 | ED108600   | IR002235 | ED108698   | RC008598 | ED108793   |
| IR002112 | ED108601   | IR002236 | ED108699   | RC008599 | ED108794   |
| IR002113 | ED108602   | IR002237 | ED108700   | RC008600 | ED108795   |
| IR002114 | ED108603   | IR002239 | ED108701   | RC008601 | ED108796   |
| IR002115 | ED108604   | IR002240 | ED108702   | RC008602 | ED108797   |
| IR002116 | ED108605   | IR002241 | ED108703// | RC008603 | ED108798   |
| IR002117 | ED108606   | IR002242 | ED108704   | RC008604 | ED108799   |
| IR002118 | ED108607   | IR002243 | ED108705   | RC008605 | ED108800   |
| IR002119 | ED108608   | IR002244 | ED108706   | RC008606 | ED108801   |
| IR002121 | ED108609   | IR002245 | ED108707// | RC008607 | ED108802   |
| IR002122 | ED108610   | IR002249 | ED108708// | RC008608 | ED108803// |
| IR002123 | ED108611   | IR002251 | ED108709   | RC008609 | ED108804// |
| IR002127 | ED108612   | IR002257 | ED108710   | RC008610 | ED108805// |

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| RC008658 | ED108840   | SE019181 | ED108937   | SC008464 | ED109034   |
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## NEW THESAURUS TERMS

The following terms have been added to the *Thesaurus of ERIC Descriptors* (5th edition) from January 1972 through October 1975:

### ACCOUNTABILITY 020

SN Being held responsible, liable, answerable for certain specified results with respect to an activity (over which one has authority).

### ADAPTED PHYSICAL EDUCATION 390

SN Adaptation of regular physical education programs for individuals with handicapping conditions.

### Adaptive Behavior

USE ADJUSTMENT (TO ENVIRONMENT)

### ADMISSIONS COUNSELORS 380

### ADOLESCENT LITERATURE 260

SN Any reading material written primarily for, or read widely by, youth of secondary school age.

### ADVENTITIOUSLY HANDICAPPED 240

SN Handicapped as a result of illness or injury during the developmental or adult periods.

### AEROSPACE EDUCATION 140

UF Aerospace Science Education

### AESTHETIC EDUCATION 140

UF Aesthetic Development

### AIR INFLATED STRUCTURES 210

SN Air structures (either high-pressure or dual-wall) in which an inflated structural element acts as a column, beam, or arch to support the enclosing membrane.

### AIR SUPPORTED STRUCTURES 210

SN Air structures in which the entire enclosed space is maintained at a small pressure differential over ambient atmospheric pressure to support and pretension the membrane (single or reinforced) that serves as the enclosure.

### ALCOHOLIC BEVERAGES 250

### ALTERNATIVE SCHOOLS 470

SN Schools both within and outside the public school system that offer alternatives to traditional educational concepts and practices, e.g., student initiated learning process, inquiry-discovery approach, and shared problem solving and decision making.

### ALTRUISM 040

SN Consideration for the welfare of others, sometimes in accordance with an ethical system.

### AMERICAN STUDIES 450

SN Studies, usually interdisciplinary in approach, of all or part of the geographic area which includes the continental United States, Canada, the Arctic Archipelago, and Greenland.

### ANCOVA

USE ANALYSIS OF COVARIANCE

### ANEMIA 250

UF Iron Deficiency Anemia  
Sickle Cell Anemia

### ANOVA

USE ANALYSIS OF VARIANCE

### ANSWER SHEETS 520

SN Sheets of paper, cards, or other items on which examinees record responses for tests or questionnaires.

UF Answer Booklets  
Answer Cards

### ARCHERY 390

### Argumentation

USE PERSUASIVE DISCOURSE

### ARTIFICIAL LANGUAGES 300

SN Languages created for international communication, e.g., Esperanto and Interlingua.

UF Constructed Languages

### ASIAN AMERICANS 380

SN Citizens or permanent residents of the United States who are descendants of the indigenous peoples of East Asia (China, Japan, Korea, Mongolia), Southeast Asia, and the Pacific Islands.

UF Amerasians  
American Orientals  
Oriental Americans

### ASIAN STUDIES 450

SN Studies, usually interdisciplinary in approach, of such geographic areas as Asiatic, U.S.S.R., Bangladesh, Bhutan, Ceylon, China, India, Indonesia, Japan, Korea, Maldives Islands, Mongolia, Nepal, Pakistan, the Philippines, Sikkim, and the Southeast Asian Subcontinent.

### ASSISTANT PRINCIPALS 380

### ATHAPASCAN LANGUAGES 300

SN North American Indian language family, including languages of Alaska and northwestern Canada, the Oregon-California coast, southwestern United States, and north-central Mexico.

UF Athabaskan Languages

### ATTACHMENT BEHAVIOR 060

SN Behavior exhibited by an individual attracted (maintaining proximity) to and dependent on a specific person or object for emotional satisfaction.

### AWARDS 500

SN Verbal or material commendations, calling attention to activities, performances, or qualities.

### BASEBALL 390

### Birth Defects

USE ANOMALIES

### BIRTH RATE 120

SN Actual frequency of births in a population.

UF Fertility Rate  
Natality

### BODY LANGUAGE 080

### Building Renovation

USE BUILDING IMPROVEMENT

### BUSINESS COMMUNICATION 080

SN Interchange of verbal and nonverbal messages in commercial or mercantile environments.

UF Commercial Communication  
Industrial Communication

### CANADIAN LITERATURE 260

SN Literature written by or about Canadians.

UF French Canadian Literature

### CAPITALISM 480

### CAPTIONS 080

SN Explanatory comments or designations accompanying pictorial illustrations, usually as underlines or overlines.

UF Outlines

### CAREER AWARENESS 040

SN Appreciation for and understanding of the variety of types of careers—often refers to the initial phase of career education appropriate to the elementary school.

UF Occupational Awareness  
Vocational Awareness

### Career Development

USE VOCATIONAL DEVELOPMENT

### CAREER EXPLORATION 200

SN Investigating occupational interest areas often through real or simulated job experience—frequently refers to the second phase of career education appropriate for grades 6 through 10.

### CASTE 490

SN A closed social stratum based on heredity that determines its members' prestige, occupation, place of residence, and social relationships.

### CHAMORRO 300

SN Native language of Guam and the other Mariana Islands.

### CHANGE STRATEGIES 510

SN Methods used by those who would alter the practice of some organization, institution, or other group to incorporate new knowledge, products, procedures, or values toward improved service or results.

**CHEMICAL NOMENCLATURE 400****CHILD ADVOCACY 480**

- SN Active mobilization of social, economic, and legal resources for the purpose of ensuring the individual child's basic rights and developmental needs (including those related to home, community, and school).

**CHILD LABOR LEGISLATION 230**  
(Replaces old term CHILD LABOR LAWS.)**CHILDRENS LITERATURE 260**

- SN Any reading material written primarily for, or read widely by, children from their early years to adolescence.

**COLLEGE STORES 210**

- SN Higher educational facilities that sell books and other merchandise for student needs.
- UF College Bookstores

**COMICS (PUBLICATIONS) 050**

- SN Narrative series of drawings or pictures, usually accompanied by balloons giving conversation, which present humorous incidents or dramatic adventures—includes comic strips and comic books.

**COMMUNITY INFORMATION SERVICES 330**

- SN Those services of local libraries or other community groups which provide direct access or referral to nontraditional information (e.g., unpublished materials, government agency information on public services, broadcast information on current topics, data for use in emergencies, etc.).
- UF Community Information Centers  
Hot Lines (Public)  
Local Information and Referral Services

**COMPENSATION (CONCEPT) 310**

- SN The recognition that material undergoing a perceptual transformation in one dimension is accompanied by a specific change in another dimension.

**CONCEPTUAL TEMPO 420**

- SN An index of time spent in problem solving sequences used to characterize the reflective/impulsive dimension of cognitive style.

**CONFIDENCE TESTING 190**

- SN A method for discriminating levels of partial knowledge concerning a test item in which the examinee indicates his degree of confidence in his answer choice.

**CONGENITALLY HANDICAPPED 240**

- SN Handicapped at birth.

**CONSERVATION (ENVIRONMENT) 460**

- SN Preservation of the environment, including natural resources, from loss, waste, or harm.

**CONSTITUTIONAL LAW 230****CONSTRUCTION MANAGEMENT 020****CONTINGENCY MANAGEMENT 420**

- SN Systematic arrangement of reinforcing events in order to strengthen or weaken specific behavior.
- UF Contingency Contracts

**CORPORAL PUNISHMENT 310**

- SN Infliction of physical pain upon one person by another.

**COST INDEXES**

- SN Measures of the difference in cost or price (prices of consumer goods, school costs, etc.) from that which existed during a designated base period.
- UF Index Numbers (Costs)  
Price Indexes

**CREDIBILITY 040**

- SN Compatibility of a statement or situation with what is generally perceived as true or possible.
- UF Believability  
Source Credibility  
Trustworthiness

**CRIMINAL LAW 230**

- SN Branch of jurisprudence that relates to crimes and their punishments.

**CUBANS 380****CUTTING SCORES 190**

- SN A selected point on a scale which divides individuals earning scores above and below it into two groups for some purpose.
- UF Critical Scores

**DAILY LIVING SKILLS 010**

- SN Personal management and social skills which are necessary for adequate functioning on an independent basis.
- UF Fundamental Skills (Daily Living)

**DECODING (READING) 440**

- SN Assimilation of meaning from written language by trial and error process of grapho-phonetic, semantic, and syntactic analyses.

**DELIVERY SYSTEMS 020**

- SN Organizational and administrative aspects of the provision of services.

**DESENSITIZATION 420**

- SN Planned exposure to anxiety producing stimuli in order to reduce illogical fears.

**DESIGN BUILD APPROACH 020**

- SN Entering into a single contract for design services and construction services.
- UF Design Construct Method  
Turnkey Building

**DIMENSIONAL PREFERENCE 060**

- SN Cue response to color, form, or size.

**Diplomacy****USE FOREIGN RELATIONS****DIPLOMATIC HISTORY 260**

- SN History of negotiations among nations, including the study of international alliances, treaties, and other agreements.

**Diplomatic Policy****USE FOREIGN POLICY****DISARMAMENT 480**

- UF Arms Control  
Multilateral Disarmament  
Nuclear Control  
Unilateral Disarmament

**DISSENT 060**

- UF Dissensus

**DOMINICANS 380**

- SN Citizens of, or those who identify themselves as bearers of the culture of, the Dominican Republic.

**DRINKING 250**

- SN Consumption of alcoholic or other beverages.
- UF Social Drinking

**DRUG EDUCATION 140**

- SN Study of the varied aspects of drugs, their source, abuse, chemical composition, and physical, personal and social effects.

**Ecosystems****USE ECOLOGY****EDITING 080**

- SN To make suitable for publication or public presentation by selecting, emending, revising, and compiling.
- UF Copyediting

**EDITORIALS 050****EDUCATIONAL ALTERNATIVES 140**

- SN Differential educational programs, within or outside the formal school, which offer a choice and reflect changing social, economic, or cultural needs of the individual or of society (includes alternative goals, structures, delivery systems, curriculum content and methods, modes of learning, etc.).
- UF Alternative Education  
Educational Choice  
Instructional Alternatives  
Teaching Alternatives  
Training Alternatives

**EDUCATIONAL ANTHROPOLOGY 480**

- SN Application of anthropological concepts and methods to the study of educational institutions and processes.

**EDUCATIONAL ASSESSMENT 180**

- SN Evaluative process of determining the attainment of educational objectives (nationwide, statewide, or locally) for use in educational planning, development, policy formation, and resource allocations.

**Educational Production Functions****USE PRODUCTIVITY****EFFICIENCY 180**

- SN Capacity to produce desired results with a minimum expenditure of energy, time, money, or materials.

**EGOCENTRISM 040**

- SN State of mind characterized by preoccupation with the self—often refers to the Piagetian stage in mental development when the child sees things only from his own limited point of view.
- UF Egotism

**ELEMENTARY SECONDARY EDUCATION 140**

SN Formal education provided in kindergarten or grade 1 through grade 12.

**EMANCIPATED STUDENTS 380**

SN Students who are legally (or perhaps financially) independent of their parents or former guardians.

UF Independent Students (Self Supporting)  
Self Supporting Students

**ENCAPSULATED FACILITIES 210**

SN Environmentally controlled enclosures made of lightweight material to provide high mobility and flexibility—usually built at less cost than traditional structures.

**ENERGY CONSERVATION 460**

SN Preventing loss or waste of energy.

**ENGLISH FOR SPECIAL PURPOSES 300**

SN English for non-English speakers who have need for a certain, specialized knowledge of the language for the efficient discharge of functions in their studies, profession, or trade.

**ESKIMO ALEUT LANGUAGES 300**

SN Native languages of the Commander and Aleutian Islands, western and northern Alaska, northern Canada, Greenland, and the northeastern tip of Siberia.

UF Aleut

**ETHNOCENTRISM 040**

SN Habitual disposition to judge foreign peoples or groups by the standards and practices of one's own culture or ethnic group.

**EXTERNAL DEGREE PROGRAMS 140**

UF Extended University  
Open University  
University Without Walls

**FACILITY PLANNING 210****FAMILY DAY CARE 490**

SN Care of preschool children in private homes.

UF Home Day Care

**FAST TRACK SCHEDULING 020**

SN A construction management technique in which design and construction process activities are scheduled to overlap rather than scheduled sequentially.

**Filmmaking**

USE FILM PRODUCTION

**FINANCE REFORM 220**

SN A change in income/revenue sources or in money management methods, designed to remove inequities or other faults in existing systems.

UF Tax Reform

**FOUND SPACES 210**

SN Spaces which do not resemble traditional school facilities but can easily be converted, e.g., hotels, supermarkets, residences, and enclosed or semi-enclosed outdoor areas adjacent to new or existing facilities.

**FULL STATE FUNDING 220****Fundamental Skills (School)**

USE BASIC SKILLS

**FUTURES (OF SOCIETY) 480**

UF Alternative Futures  
Future Studies  
Futurism  
Futuristics  
Futurology

**GENERATIVE PHONOLOGY 290**

SN Theory or system of rules which describes or predicts well-formed phonological outputs, and is used to express the ability of speakers to produce the sounds of their native language.

**GLOBAL APPROACH 480**

SN Approach to social, cultural, scientific, and humanistic questions involving an orientation to the world as a single interacting system.

UF International Approach  
Worldmindedness  
Worldwide Approach

**GOLF 390****HEADLINES 080**

SN Titles of news articles or newscasts.

**HIGH SCHOOL EQUIVALENCY PROGRAMS 410**

SN Adult educational activities concerned with the preparation for and the taking of tests which lead to a high school equivalency certificate issued by the department of education in each state (e.g., General Educational Development Program).

UF GED Programs

**HISTORIOGRAPHY 260**

SN Research into and writing of history.

**HOMOSEXUALITY 060**

UF Lesbianism

**HUMANISTIC EDUCATION 140**

SN Educational system designed to achieve affective outcomes or psychological growth—learning activities in math, social studies, English, and so on, are oriented toward improving self-awareness and mutual understanding among people.

UF Affective Education  
Confluent Education  
Psychological Education

**HUMANIZATION 490**

SN The process of changing the environment (attitudes, structures, relationships) to be more humane and better adapted to human needs.

UF Dehumanization

**HYBRID AIR STRUCTURES 210**

SN Air structures (either air cushions or frame-stabilized structures) which combine air-inflated or structural elements with each other, or are used in combination with other structural supports.

**IDEOGRAPHY 290**

SN System of writing using pictures or symbolic characters instead of letters or syllable signs.

**Intergovernmental Organizations**

USE INTERNATIONAL ORGANIZATIONS

**International Behavior**

USE FOREIGN RELATIONS

**INTERNATIONAL CRIMES 060**

UF War Crimes

**INTERNATIONAL LAW 230**

UF International Legal Analysis  
International Torts  
Law of Nations

**International Policy**

USE FOREIGN POLICY

**International Politics**

USE FOREIGN RELATIONS

**ITEM BANKS 520**

SN Collection of test items classified according to objectives, subtests, difficulty, grade level, content, etc., which may be used to construct tests tailored to the users' needs.

UF Item Pools

**ITV**

USE EDUCATIONAL TELEVISION

**JUSTICE 500****LABELING (OF PERSONS) 490**

SN Designating a special, complex attribute (handicap, disadvantage, etc.) of an individual or group by a simplistic word or phrase (label), which may intentionally or inadvertently connote status and, perhaps, stigma.

**Labor Demand**

USE MANPOWER NEEDS

**LAND ACQUISITION 020****LANGUAGES FOR SPECIAL PURPOSES 300**

SN Languages taught to or learned by non-native speakers who have need for a certain specialized foreign language capability for the efficient discharge of functions in their studies, profession, or trade.

**LANGUAGE VARIATION 290**

SN Differences in systems of a language that result from historical, geographical, social, or functional changes.

**LAYOUT (PUBLICATIONS) 030**

UF Format (Publications)

**LEAD POISONING 250****Learning Centers**

USE LEARNING LABORATORIES

**LIBRARY ADMINISTRATION 020**

UF Library Management

**LIBRARY ROLE 330**

SN Functions expected of or carried out by libraries.

**LIFE STYLE 060**

SN Manner of living chosen as a personal response to the social and cultural milieu.



**Lifelong Integrated Learning**  
**USE CONTINUOUS LEARNING**

**Linguistic Difficulty (Contrastive) USE INTER-FERENCE (LANGUAGE LEARNING)**

**LINGUISTIC DIFFICULTY (INHERENT) 290**

SN Universal difficulty (or ease) in articulating, auditing, or processing particular linguistic units and unit sequences.

**LOCAL HISTORY 260**

SN History associated with a neighborhood, town, county, or other specific subdivision of a larger geopolitical region.  
 UF Community History  
 County History

**LOCUS OF CONTROL 420**

SN Personality construct referring to an individual's perception of the locus of events as determined internally by his own behavior vs. fate, luck, or external forces.  
 UF Internal External Locus of Control.

**LUNAR RESEARCH 450**

SN Scientific activities designed to provide information about the origin, structure and properties of the moon.  
 UF Lunar Exploration

**Mainstreaming**

**USE REGULAR CLASS PLACEMENT**

**MANAGEMENT BY OBJECTIVES 020**

SN Method of combining performance appraisal with the process of developing and refining organizational goals—involves mutual goal setting between manager and subordinate, during which specific performance or measurement criteria are spelled out and agreed upon.

**MARRIED STUDENTS 380**

**MATRICES 340**

**MECHANICS (PHYSICS) 400**

SN The science that deals with the effects of energy and forces on the equilibrium, deformation, or motion of solid, liquid, and gaseous bodies—includes both classical (Newtonian) and modern (atomic-level) mechanics.  
 UF Classical Mechanics

**MERIT PAY 220**

**MEXICANS 380**

SN Citizens of Mexico

**MIDDLE EASTERN STUDIES 450**

SN Studies, usually interdisciplinary in approach, of all or part of the geographic area which includes Afghanistan, Cyprus, Egypt, Iran, Iraq, Israel, Jordan, Lebanon, Libya, Sudan, Syria, Turkey, and the Arabian peninsula.

**Military Policy**

**USE FOREIGN POLICY**

**MISCUE ANALYSIS 440**

SN Examination and interpretation of observed responses in oral reading which do not match expected responses, as a

technique for measuring the learner's control of the reading process.

UF Miscue Taxonomy

**MOLECULAR STRUCTURE 220**

**MONOLINGUALISM 290**

**MORAL DEVELOPMENT 130**

SN Developmental processes in the formation of moral reasoning and judgments.

**MULTIDIMENSIONAL SCALING 190**

SN A procedure for analyzing distances among a set of points in order to find their coordinates on several underlying dimensions.

**NATURE NURTURE CONTROVERSY 130**

SN Argument concerning the relative influences of hereditary and environmental factors in determining behavior patterns.  
 UF Environment Heredity Controversy  
 Heredity Environment Controversy  
 Learning Maturation Controversy  
 Maturation Learning Controversy

**NEUROLINGUISTICS 290**

SN A branch of linguistic science relating language behavior to the neurological sciences.

**NEW JOURNALISM 260**

SN Reporting which combines traditional journalism techniques with such devices of fiction writing as: scene by scene reconstruction of settings, recording of dialogue, use of third person point-of-view, and extensive recording of external characteristics of individual characters—emphasis is on capturing the "concrete reality" or "immediacy" of cultural phenomena.

**NEWS REPORTING 080**

**NONFICTION 260**

**NONFORMAL EDUCATION 140**

SN Organized education without formal schooling or institutionalization in which knowledge, skills and values are transmitted through relatives, peers, or other community members.

**NONPUBLIC SCHOOL AID 220**

**NONRESERVATION AMERICAN INDIANS 380**

SN American Indians living off reservations who remain on the tribal census roll or who maintain their Indian identity.  
 UF Off Reservation American Indians

**NORMALIZATION (HANDICAPPED) 250**

SN Use of culturally normative means (patterns and conditions of everyday life) to facilitate adjustment and functioning by the handicapped.

**OBSERVATIONAL LEARNING 310**

SN Behavioral effect on the learner resulting from the observation of a model.  
 UF Imitative Learning

**OPEN BOOK TESTS 520**

**OPEN EDUCATION 140**

UF Open Schools

**ORGANIZATIONAL COMMUNICATION 080**

SN Exchange of thoughts, messages, etc., within and between organizations (groups of people)—includes exchanges between specific organizations and the general public.  
 UF Office Communication

**ORGANIZATIONAL DEVELOPMENT 020**

SN The application of behavioral technology to organizations by attempting to integrate individual needs for growth and development with organizational goals and objectives.

**ORGANIZATIONAL EFFECTIVENESS 180**

SN Degree to which organizations (groups of people) are successful in satisfying their objectives or functions.

**ORGANIZATIONAL THEORIES 020**

SN Ideas or hypotheses relating to the form and structure of organizations (groups of people), describing how such organizations do operate or should operate.

**OUTREACH PROGRAMS 410**

SN Efforts to increase the availability and utilization of services, especially through direct intervention and interaction with the target population.  
 UF Community Outreach  
 Outreach Counseling

**PARANOID BEHAVIOR 420**

SN Behavior characterized by suspiciousness or delusions of persecution or grandeur

**PARENTHOOD EDUCATION 140**

SN Programs designed to help teenage boys and girls prepare for effective parenthood by learning about child development and the role of parents, and by working closely with young children.

**PAROCHIAL SCHOOL AID 220**

**PEACE 480**

UF International Peace  
 World Peace

**PEER COUNSELING 090**

SN Performance of limited counselor functions, under counselor supervision, by person of approximate age of counselee.

**PERFORMANCE BASED EDUCATION 140**

SN Educational system which places emphasis on the specification, learning, and demonstration of those competencies (knowledge, skills, behaviors) which are of central importance to a given profession or career.  
 UF Competency Based Education  
 Consequence Based Education  
 Criterion Referenced Education  
 Output Oriented Education  
 Proficiency Based Education

**PERFORMANCE BASED TEACHER EDUCATION 140**

SN Places stress on the explicit demonstration of performances as evidence of what the teacher knows and is able to do.

**PERINATAL INFLUENCES 070**

SN Factors occurring at the time of birth and affecting the physical or mental development of an individual.

**PHONEME GRAPHEME CORRESPONDENCE 290**

SN Relationship between speech sound (phoneme) and written symbol (grapheme).

UF Grapheme Phoneme Correspondence

**PHYSICIANS ASSISTANTS 380**

SN Highly trained nonprofessionals who, under physicians' supervision, perform many health care activities usually carried out by physicians.

**PNEUMATIC FORMS 210**

SN Structures used as forms for placing concrete, reinforced and/or foam plastic materials.

**POLISH AMERICANS 380****POPULATION EDUCATION 140**

SN Transmission of knowledge about population processes, population characteristics, the causes of population change and the consequences of that change for the individual and society.

**POST SECONDARY EDUCATION 140**

SN All education beyond the secondary level—includes learning activities and experiences beyond the compulsory school attendance age with the exception of adult basic education and high school equivalency programs (before Apr 1975, Scope Note restricted to: Education beyond grade 12 and less than baccalaureate level).

**PREGNANT STUDENTS 380****PRIMARY HEALTH CARE 250**

SN First contact health care, including longitudinal responsibility for the patient and coordination of all aspects of the patient's care.

**PRIMARY SOURCES 460**

SN Original evidence (documents, relics, oral records, etc.) used in historical research.

UF Original Sources

**Private Information****USE CONFIDENTIALITY****PROCESS EDUCATION 140**

SN Educational system which emphasizes the learning and demonstration of generalizable process skills (e.g., observation, classification, measurement, prediction, communication, and inference).

**Production Functions****USE PRODUCTIVITY****Program Implementation****USE PROGRAM DEVELOPMENT****PROPERTY TAXES 230**

UF Ad Valorem Tax

**PUBLIC HEALTH LEGISLATION 230**

(Replaces old term PUBLIC HEALTH LAWS.)

**PUBLIC SERVICE OCCUPATIONS 350**

SN Employment necessary to accomplish the mission of local, county, state, Federal, or other government, except for military service.

**PUNISHMENT 310****PUPPETRY 030**

UF Puppets  
Puppet Shows

**RAPE 060**

UF Statutory Rape

**RELOCATABLE FACILITIES 210**

UF Nonpermanent Facilities

**RESPIRE CARE 490**

SN Short-term care of the handicapped, in or outside the home, to provide family relief.

**REVENUE SHARING 220**

SN Practice of returning a percentage of federal tax money to states and localities for locally directed and controlled public service programs—includes functional grants for education and other major purposes (special) as well as unrestricted grants (general).

**REVOLUTION 480**

SN The attempt to make radical changes to one or more political, social, or technological systems that would be qualitatively different from and destructive to the traditional values, norms, and practices of such systems.

**ROLE MODELS 420**

SN Individuals (real or theoretical) chosen for emulation in one or a selected few of their roles.

**SCHOOL ATTENDANCE LEGISLATION 230**

(Replaces old term SCHOOL ATTENDANCE LAWS.)

**SEMANTIC DIFFERENTIAL 190**

SN A method of measuring attitudes and/or values through the use of pairs of bipolar adjectives.

**SEVERELY HANDICAPPED 240**

SN Persons whose extreme disabilities make functioning and achievement unusually difficult—generally, rehabilitation services must be beyond those provided by traditional, regular or special education programs.

UF Profoundly Handicapped

**SEX DISCRIMINATION 480**

UF Discrimination (Sex)  
Sex Bias  
Sex Prejudice

**SEX ROLE 490**

SN Pattern of attitudes and behavior that is any society is deemed appropriate to one sex rather than the other.

**SEX STEREOTYPES 490****SHARED FACILITIES 210**

SN Facilities used by two or more distinct groups, institutions, organizations, etc. whether for the same function or for different functions.

UF Joint Occupancy

**SI Units****USE METRIC SYSTEM****SOCIAL HISTORY 260**

SN History that concentrates on the sociocultural aspects of the life, customs, trends, and institutions/organizations of a people.

**SOCIAL SCIENCE RESEARCH 450**

SN Basic, applied, and developmental research conducted to advance knowledge in the social sciences.

**SOCIALISM 480****SOCIAL STRATIFICATION 490****SPACE SCIENCES 400****STATE OF THE ART REVIEWS 320****STRABISMUS 240**

SN Lack of coordination of eye muscles so that the two eyes do not focus on the same point.

UF Cross Eyes  
Heterophoria  
Heterotropia  
Walleyes

**STRANGER REACTIONS 060**

SN Reactions to strangers (positive, negative, or mixed in character).

UF Xenophobia

**STUDENT RESPONSIBILITY 040****TEACHER CENTERS 210**

SN Interinstitutional centers (school/college/community) offering teacher-oriented professional development programs, at preservice/inservice levels, of educational demonstrations, experimental teaching, laboratory experiences and other participatory learning activities.

UF University Training Centers

**TEACHER DISCIPLINE 020**

SN Discipline of, not by, teachers.

**TEACHER DISMISSAL 020****TENNIS 390****TIMEOUT 420**

SN Period of time in which no positive reinforcers are available, e.g., isolation in a small room.

**TOTALITARIANISM 230**

UF Dictatorship

**TREATIES 230**

- SN Negotiated agreements between two or more political authorities.

**TUTORS 380**

(Replaces old term COACHING TEACHERS.)

**UNDERGRADUATE STUDENTS 380**

- SN College or university students who are engaged in studies leading to the Bachelor's Degree.

**UPPER DIVISION COLLEGES 470**

- SN Colleges offering junior, senior, and graduate level courses.

**Valence (Language)**

USE SYNTAX

**VENEREAL DISEASES 250**

- UF Syphilis  
Gonorrhea  
Chancroid

**VISUAL AIDS 050**

- UF Visual Equipment  
Visual Instrumentation  
Visual Materials  
Visual Media

**VISUAL LITERACY 010**

- SN A group of competencies which allows a human being to discriminate and interpret the visible action, objects, and/or symbols, natural or man-made, that he encounters in his environment.

**VOCATIONAL MATURITY 130**

- SN Degree of an individual's skill in making decisions concerning his or her vocation at a given life stage.

**WAR 480**

- UF Civil War  
Conventional Warfare  
Guerilla Warfare  
International War  
Unconventional Warfare

**WASTE DISPOSAL 410**

- SN Act or process of discarding or throwing away unneeded or excess material including solids, oils, chemicals, and liquids.

**WASTES 460**

- SN Unneeded, discarded or excess material including solids, oils, chemicals, and liquids.  
UF Litter  
Refuse

**WELSH 300**

- SN The Celtic language of Wales.

**WOMENS ATHLETICS 390****WOMENS STUDIES 110**

- SN An academic discipline that incorporates courses about women either separately or as a field of study.  
UF Female Studies



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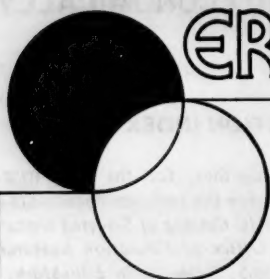
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